

INSPECTION REPORT

HIGHFIELD PRIMARY SCHOOL

Moortown, Leeds

LEA area: Leeds

Unique reference number: 107914

Headteacher: Paul Tindle

Reporting inspector: Tony Painter
21512

Dates of inspection: 29th – 30th October 2001

Inspection number: 195435

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Sandringham Green
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Leeds
West Yorkshire

Postcode: LS17 8DJ

Telephone number: 0113 293 0155

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Appropriate authority: Governing body

Name of chair of governors: Paul Berwin

Date of previous inspection: 6th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community primary school serves pupils aged between four and eleven years. There are 317 pupils, which is larger than average, with slightly more boys than girls. Most pupils come from the suburban area immediately around the school. The proportion of pupils eligible for free school meals, at 7.6 per cent, is below average. The majority of pupils come from white backgrounds although there are increasing numbers from Indian and Pakistani families. Currently 44 pupils come from families where English is an additional language although few are at an early stage of learning English. Children joining the school have a wide range of attainment but the overall level is similar to that normally expected of children of their age. Nineteen pupils are on the register of special educational needs, which is below average. Three of these pupils have statements of special educational need.

HOW GOOD THE SCHOOL IS

This is a good school. Very good leadership provides a clear vision for further development. Good management and monitoring have led to improvements in teaching. Good teaching throughout the school is bringing about improvements in subjects such as mathematics and maintaining high standards. Relationships are very good and this creates a positive atmosphere for learning. The school gives good value for money.

What the school does well

- Good teaching helps pupils to learn effectively and achieve high standards.
- The school is well managed and this leads to good improvements.
- Very good relationships establish a firm foundation for pupils' personal development.
- Pupils are keen to learn because the school offers a rich variety of opportunities.
- The school creates strong links with parents that help them to support their children's learning.

What could be improved

- Teachers could make better use of their knowledge of pupils' achievement to challenge them further.
- Teachers do not always use discussions at the end of lessons to reflect on what pupils have learned and what the next step should be.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's last inspection in May 1997 identified many good features. However, there were weaknesses in the structure of management responsibilities and in teaching in the lower juniors. Since that time, the school has made good improvement. All staff and the governing body are now fully involved in school improvement planning and the school is well managed. The curriculum is well planned so that pupils make good progress. There are good arrangements for teachers to plan together and share their skills. As a result, teaching has improved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A	A
Mathematics	A	A*	B	C
Science	A	A	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils attain standards that are well above the national average by the time they leave the school. The school's results have remained high over recent years with particular strengths in English and mathematics where the results for 2000 were in the highest five per cent nationally. The school's performance is especially strong in the proportions of pupils that achieve the higher levels of attainment. The 2001 test results show improvements at age seven, particularly in mathematics where more pupils achieved the higher Level 3. At age eleven, results are a little weaker than past years as a number of pupils with lower attainment joined the school in the last year. However, the proportion of pupils achieving the higher Level 5 remains high. These results have built effectively on the above average standards achieved by the age of seven. All pupils achieve well and often make better progress than normally expected. Challenging but achievable targets are set for individuals and groups of pupils that suggest that attainment will remain high. Analysis of how well boys and girls perform shows some contradictory information that the school is monitoring carefully.

Children join the reception class with a wide range of attainment that is average overall. They make a good start to their education, particularly in their personal, social and emotional development. By the time they begin working on the National Curriculum, most reach the expected standards in all aspects of their development. Pupils throughout the school make overall good progress in all subjects of the curriculum. Pupils with special educational needs make good progress because they are supported well in lessons. Arrangements for pupils with English as an additional language ensure that they have support to take part in all aspects of school life and make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and are keen to attend. They work together well and concentrate hard on their lessons.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They are polite and courteous throughout the day. There have been no recent exclusions.
Personal development and relationships	Relationships are very good and there is a strong feeling of harmony in the school. Pupils' very good personal development is shown in the increasing levels of responsibility that they take.
Attendance	Good.

There are very good opportunities for pupils to take responsibility in the school, such as the school council.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching meets the needs of all pupils. Pupils with special educational needs make good progress because they are well supported in their lessons. Pupils for whom English is an additional language are given confidence through teachers' careful choice of vocabulary and questioning. Because of this support, pupils learn well. English and mathematics teaching is good throughout the school and teachers develop pupils' literacy and numeracy skills well in other subjects. Good plans to guide teaching and close teamwork lead to good teaching throughout the school. For example, teachers ensure that they develop important specialist vocabulary. They make good use of resources that interest pupils and help them to learn difficult ideas. Throughout the school, teachers' enthusiastic approaches and good use of praise and encouragement capture pupils' attention and help them to learn. Classrooms are well organised so that there is little time wasted. Teachers question pupils well to encourage careful thinking and correct use of new vocabulary. Teachers guide pupils to think deeply about their work and to constantly improve through good marking. Homework frequently increases pupils' learning by building carefully on lessons. In some lessons, however, teachers do not make enough use of their developing knowledge of pupils' achievements to carefully target work for pupils of all levels of attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Teachers have developed a very good curriculum with a rich range of activities. They make good use of visits and visitors to enhance pupils' learning.
Provision for pupils with special educational needs	The arrangements for pupils with special educational needs are sound. The pupils are given good support in lessons.
Provision for pupils with English as an additional language	Good support ensures that these pupils are effectively involved in all aspects of the school. This enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school takes very good steps to help pupils' personal development. They have good opportunities to work and play together. Particularly good arrangements are made to help pupils' social and moral development.
How well the school cares for its pupils	Staff take good care of pupils. All staff know pupils very well and provide for their health, safety and well-being.

The school has established a very strong partnership with parents, who are very happy with the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well. All staff are involved in identifying developments and making improvements. They contribute to detailed development planning that creates a clear and shared view of what needs to be done. Good teamwork ensures that developments are carefully carried out and evaluated.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors are committed to raising standards and have a good knowledge of the school's strengths and weaknesses.
The school's evaluation of its performance	The headteacher and senior staff monitor the school's work very well. This has helped to identify ways to improve, including raising the standards of teaching.
The strategic use of resources	The school manages its budget well. Existing resources are effectively used and specific grants, for example for staff development or for supporting pupils with special educational needs, are properly used to raise standards.

Good resources and accommodation help teachers to promote pupils' learning well. The school has good procedures to ensure that best use is made of all the resources available to it.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teachers ensure that pupils behave well. • The school is well led and managed. • Pupils like school and are keen to attend. • Teaching is good and helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The consistency of homework.

The inspection team agrees fully with the positive points raised by parents but does not support the negative issue raised. The school has recently revised its policies for homework. Homework is set appropriately throughout the school and has a good impact on pupils' learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching helps pupils to learn effectively and achieve high standards.

1. The quality of teaching is good and as a result, pupils learn well and make good progress. By the time pupils leave the school, their attainment in the National Curriculum tests is well above the national average. In particular, the proportion of pupils achieving the higher Level 5 is impressive. In 2001, the proportion was well above the national average in mathematics and science. It was in the top five per cent of the country in English. The school's tracking system indicates that most pupils made greater than predicted gains during their junior years.
2. Teachers' very enthusiastic approaches to lessons capture pupils' attention. They make very good use of praise and encouragement, and effective use of humour, to promote learning. Questioning skills are strong and teachers place an emphasis on developing necessary vocabulary. As a result, pupils think hard about their answers and this ensures good learning. A reception teacher, for example, encouraged children to think when asking, "Who can tell me something special about this square?" The teacher in a Year 1 literacy lesson ensured that pupils used terms such as *vowel* and *consonant* correctly in their answers. Good discussions of how pupils are applying their skills are useful in making pupils aware of how they are learning. A Year 5 pupil, for example, was visibly pleased with himself as he explained his answer to the class, contributing to his own learning and that of his classmates. In a Year 2 English lesson, pupils gained confidence in speaking when sharing their poems. Much marking in books is very helpful to pupils in recognising what they are doing well and what needs to be improved further.
3. Teachers make very good use of a wide range of resources to motivate pupils and help them to learn well. Prepared frameworks for pupils' answers, such as when planning writing in Year 4 or recording sounds in Year 1, help pupils to focus on the tasks that accelerate their learning. Teachers use a wide range of artefacts to illustrate work on Diwali, for example. Teachers often use homework effectively to increase pupils' learning and build carefully on the pupils' lessons. Year 6 pupils, for example, looked at books at home to identify different ways of starting stories that they had previously studied in their English lessons.
4. Teachers set high standards throughout the school; these help pupils to be clear of what is expected of them. When coupled with teachers' good organisation of lessons and well-established routines, these factors help lessons to proceed with effective pace. Teachers often manage the time during the lessons well by giving pupils very clear indications of how long they have for each activity. For example, time limits set for an individual warm-up activity in a Year 4 mathematics lesson kept all pupils intently focused on their work. This formed an effective start to the lesson that encouraged very good learning.
5. Teaching in the reception classes is well organised and planned effectively to meet the needs in all areas of learning. Children are given a safe and caring environment in which to work, with good relationships that underpin the particularly good personal, social and emotional development. Adults working closely with groups of

children make good use of language and questioning to extend their understanding. When a group of children look at shapes, for example, the teacher's good questioning and high expectations ensures that all are successful.

6. Pupils with special educational needs make good progress because they receive effective support in their lessons. Teachers plan and organise activities to match the pupils' needs and levels of attainment. Pupils' confidence and self-esteem develops well through work that reflects the targets in their individual education plans. Good use is made of well-trained classroom assistants to engage pupils and promote learning through effective questioning. Support staff clearly understand the needs of the identified pupils and what the purposes of the activities are. This allows them to give sympathetic but well-targeted support for the pupils' learning. Pupils with English as an additional language are fully involved in their lessons. Teachers and support staff are careful in their choice of vocabulary and in their questioning. This gives pupils any necessary support to make tasks accessible to them. As a result, pupils feel confident and make good gains in their learning.
7. An important contributory factor to the good quality of teaching is the purposeful way teachers work together to plan their lessons. This lets them share strengths and creates good teamwork through the school. As a result, teachers have similar approaches to work and this helps pupils to be confident and learn well. The process has had the positive effect of improving teaching in all parts of the school. In particular, it has fully addressed the weakness in early junior years identified in the last report.

The school is well managed and this leads to good improvements.

8. The school has responded very well to the weaknesses in the management structure identified in the last report. The headteacher has made a good analysis of the strengths of the whole team and recognised the need for a wider management structure. The school now has good systems that set out clearly the management roles of governors, subject co-ordinators and senior staff. Well-targeted training has equipped senior staff and subject co-ordinators for their roles and they discharge them well. The headteacher has undertaken substantial monitoring of teaching and this has identified areas for development. These are included in the detailed development planning that makes good use of the perceptions of governors and staff. Subject co-ordinators take responsibility for identifying developments that will improve the school's provision and contribute to teachers' professional development. This has a good impact on the standards pupils achieve because work is carefully observed and improvements are made as a result. This is shown in the improved quality of teaching in all parts of the school.
9. These systems allow all members of staff to share their skills and understanding, contributing to effective planning of lessons. This is establishing a good sense of teamwork that is leading to a consistent and positive approach to developments and improvements. The effectiveness of this approach can be seen, for example, in the school's provision for mathematics. Having identified this as a weaker aspect of the school's work, teachers have worked together effectively to improve. For example, they have identified aspects of the subject that they have not been assessing accurately. They have made changes to their teaching methods and the structure of lessons. This has resulted in higher standards, particularly in the better Level 3

results in the National Curriculum tests at age seven. Teachers have a greater recognition of what needs to be done to help pupils to achieve the highest standards. The school's commitment to the professional development of staff has been recognised through the Investors in People award that it recently received.

Very good relationships establish a firm foundation for pupils' personal development.

10. Teachers have good relationships with pupils and use these effectively to create good learning environments. Because of these good relationships, teachers rarely have to use time to control classes and this leads to good learning. Pupils respond very well to this and are enthusiastic about their work. This encourages them to apply themselves effectively and helps them to do well. These good responses to school lead to very good behaviour and a strong commitment to learning. Clear strategies for good behaviour, including well-understood rules and sanctions, are in place throughout the school. Teachers give pupils opportunities to take responsibilities in many aspects of their lessons. In addition, developments such as the school council give further formal responsibilities to many pupils. The council is taken seriously and makes important recommendations that are considered carefully by staff.
11. Assemblies focus on a range of issues that encourage pupils to develop awareness of the wider world and their place in it. Teachers take good opportunities to develop pupils' spiritual understanding. In an infant assembly, for example, pupils responded with awe when they saw the special Diwali costumes. Teachers made good use of pupils of different backgrounds to describe some details of the festival and what it means to families in Britain. This encourages an open approach to race relations and allows pupils to build understanding and respect for the beliefs and feelings of others. Teachers make good use of religious education lessons to explore important social and moral themes, such as in a Year 3/4 lesson about rejection. This has a positive impact on pupils' personal development. Teachers make good use of questioning and place clear attention on getting pupils to consider their own personal responses. As a result, pupils focus their thinking and use their thoughts to create good pieces of writing.

Pupils are keen to learn because the school offers a rich variety of opportunities.

12. Since the last inspection, the school has made significant improvements to the curriculum. New schemes of work and planning systems have been introduced that make good use of national guidance. They give good support and guidance to teachers and, as a result, teachers' planning has improved and is clear and consistent through the school. This is very evident in subjects such as history and geography. Well-planned activities develop pupils' skills carefully through first-hand experiences, including appropriate visits that extend pupils' understanding. In most lessons, teachers provide relevant practical activities that capture pupils' attention and make learning fun. This has a strong positive effect on pupils' attitudes to lessons. This is shown when pupils show real enthusiasm when the next lesson is being introduced.
13. Teachers give pupils a broad range of learning opportunities across all the subjects of the curriculum. They make many links between subjects that enhance pupils' understanding. For example, Year 5 pupils use their understanding of rivers and use

geographical terms correctly when making pictures of river scenes in art and design. Teachers create good opportunities to develop pupils' literacy skills across the curriculum. Pupils use their good reading skills effectively, for example in finding information in history and geography lessons. They have good opportunities to write in a wide range of styles to support their learning in other subjects. For example, pupils write creatively using their knowledge of ancient Greece and their understanding of Tudor times. Teachers develop pupils' numeracy skills through a range of activities, although they could make more use of real life problems to promote pupils' mathematical skills. The school is aware that it has a high proportion of more able pupils. Teachers identify pupils who are gifted and talented and give them enrichment and extension work in literacy and numeracy.

14. A wide range of visits and visitors to the school successfully enriches the curriculum. All around the school, there is plentiful evidence of this in the results of successful links with visiting artists. These include sculptors and other artists who give pupils very good opportunities to widen their understanding of the arts. Residential visits in Years 4 and 6 play an important role in promoting pupils' personal development. Good plans are beginning to make the grounds of the school an increasingly important resource. There are many interesting activities for pupils out of lessons. Sporting clubs include football, netball and badminton, and there are other activities such as nature study. Pupils have opportunities to learn musical instruments and the choir and orchestra perform many concerts in and out of school. These activities have a positive effect on the personal development of pupils and the standards they achieve.

The school creates strong links with parents that help them to support their children's learning.

15. Parents appreciate the good communications and the very good information given by the school. For example, they have good information of what pupils will learn during the year and a clear homework policy. This helps them to support their children's learning at home. They feel well informed of their children's progress through detailed annual reports and regular meetings with teachers. They are particularly impressed with the ways they are able to contact the school if they have concerns, however minor. The accessibility of the headteacher is especially important and many parents feel that this is a clear indication of the positive and open approach of the school. These aspects of the school give parents high levels of confidence in the school's work, shown in the results of the parents' questionnaire. The strong links between parents and the school develop an effective partnership that promotes pupils' positive attitudes. As a result, pupils are keen to learn and their time at school is very productive. Many parents are actively involved in the daily life of the school and play important roles. A number of innovative developments, such as the 'walking bus service', use parents' skills effectively and make positive contributions to pupils' school lives.

WHAT COULD BE IMPROVED

Teachers could make better use of their knowledge of pupils' achievement to challenge them further.

16. Teachers do not consistently use the school's improved assessment systems to set work in lessons. Classes often include groupings of pupils by ability and some classes, in English and mathematics, are based on prior achievement. However, work set for different groups is not always sharply matched to their differing needs. For example, some pupils may spend too long on consolidating knowledge and skills that they have already clearly gained. This is particularly apparent in some mathematics lessons. For example, all Year 1 pupils completed similar worksheets although higher attaining pupils could have tackled harder work right away. Similarly, the higher attaining pupils in a Year 6 mathematics set could have had a more demanding starting point when drawing and measuring angles. Teachers do not make enough use of investigations, particularly in challenging the most able pupils. In other lessons, tasks are presented for the whole class that are too difficult for some pupils but very easy for others. This places pressure on the teacher to deal with these different groups and results in weaker learning for all.

Teachers do not always use discussions at the end of lessons to reflect on what pupils have learned and what the next step should be.

17. Teachers' planning for most lessons includes a period of discussion and review at the end. Planning for this part of the lesson is often less secure than for other parts. In particular, teachers do not consistently plan and use this session to question pupils carefully to assess how well they have learned. For example, teachers sometimes plan an activity that is valid but does not relate to the main learning in the lesson. Year 4 pupils played a quick-fire addition game that would have been more appropriate as a mental warm-up. This takes away an opportunity to review the success of pupils' learning and for pupils to share their skills. In other lessons, the teacher positively celebrates what pupils have done, such as when Year 2 pupils share their poems. Fewer clear assessments are made of whether the lesson's objectives have been achieved. Sometimes teachers do not allow sufficient time for the final part of the lessons. This can lead to a somewhat cursory review session that does not allow pupils to reflect sufficiently on what they have achieved. The teacher has therefore lost an opportunity to challenge pupils' learning and assess how successful it has been. This limits the effectiveness of the teachers' planning for later lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The school has made many improvements since the last inspection and has established a clear structure to determine future developments. In order to make further improvements, the headteacher, governors and staff should now:

- (1) Match work more closely to pupils' needs by making greater use of the developing assessment systems in planning lessons.
- (2) Ensure that teachers structure lessons more carefully to provide sufficient time for them to critically review pupils' learning.

Both these issues are included in the school's current development priorities.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	13	6	0	0	0
Percentage	0	17	57	26	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	317
Number of full-time pupils known to be eligible for free school meals	24

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	44

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	4.2
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	12	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	32	32
	Girls	12	12	12
	Total	43	44	44
Percentage of pupils at NC level 2 or above	School	91 (98)	94 (100)	94 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	33	31
	Girls	11	12	12
	Total	43	45	43
Percentage of pupils at NC level 2 or above	School	91 (93)	96 (100)	91 (87)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	18	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	21
	Girls	18	16	18
	Total	37	34	39
Percentage of pupils at NC level 4 or above	School	88 (97)	83 (92)	93 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	17	17	18
	Total	35	35	36
Percentage of pupils at NC level 4 or above	School	81 (81)	81 (81)	84 (92)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	4
Black – other	5
Indian	18
Pakistani	13
Bangladeshi	0
Chinese	1
White	203
Any other minority ethnic group	24

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	24. 4
Average class size	28. 8

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	279

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	618007
Total expenditure	617018
Expenditure per pupil	2024
Balance brought forward from previous year	53940
Balance carried forward to next year	54929

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	317
Number of questionnaires returned	169

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	21	3	1	1
My child is making good progress in school.	64	30	3	1	2
Behaviour in the school is good.	60	38	1	0	1
My child gets the right amount of work to do at home.	38	46	10	1	5
The teaching is good.	74	23	1	0	2
I am kept well informed about how my child is getting on.	57	34	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	71	23	3	2	1
The school expects my child to work hard and achieve his or her best.	72	24	3	0	1
The school works closely with parents.	55	37	5	1	2
The school is well led and managed.	72	25	2	0	1
The school is helping my child become mature and responsible.	56	39	2	1	2
The school provides an interesting range of activities outside lessons.	46	34	8	1	11