

INSPECTION REPORT

**CHERRY GARDEN COMMUNITY PRIMARY
SCHOOL**

Bitton

LEA area: South Gloucestershire

Unique reference number: 109114

Headteacher: Mrs J Le Couteur

Reporting inspector: Mr Stephen Dennett
13712

Dates of inspection: 19th – 21st February 2002

Inspection number: 195550

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 to 11
Gender of pupils:	Mixed
School address:	Cherry Garden Lane Bitton South Gloucestershire
Postcode:	BS30 6JH
Telephone number:	01454 867260
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Lintern
Date of previous inspection:	19/05/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cherry Garden Community Primary School provides full time education for 191 pupils, 84 girls and 107 boys. In some classes there is a significant imbalance in the ratio of boys to girls and this occasionally has an adverse effect on progress made in these classes. There is a significant turnover of pupils leaving and joining the school, especially in years 2, 3 and 4. At the time of the inspection, there were 26 children at the Foundation Stage of their education. The majority of pupils are from a white United Kingdom background, although a few pupils are of mixed race origin. No pupils speak English as an additional language. Pupils' levels of attainment on entry to the school are currently broadly average, but there is evidence that in previous years, in some cohorts, the overall level of attainment was below average. There are 48 pupils on the school's register of special educational needs, which is above average and rising. Six pupils have statements of special educational needs, which is also above average and rising. Pupils have been placed on the register for a variety of reasons, including emotional and behavioural difficulties, moderate and specific learning difficulties, problems with language and communication, and visual impairment. The social and economic circumstances of pupils are very varied, although broadly average overall. There are currently 30 pupils eligible for free school meals, which is just below average, but rising.

HOW GOOD THE SCHOOL IS

This is an effective school that has made a very good level of improvement since the last inspection. Pupils achieve well in relation to their prior attainment overall and generally make good progress in their learning. The quality of teaching is good throughout the school. The school is led well and provides good value for money.

What the school does well

- There has been a very significant improvement in standards since the last inspection, particularly in English, mathematics and science.
- There is very good provision for pupils' personal development, including their moral, social and cultural development.
- There are very good procedures for ensuring pupils' care and welfare.
- The headteacher provides very good leadership for the school. She is supported well by her staff and the governing body.

What could be improved

- The use of information and communication technology to support learning in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved very significantly since its last inspection in 1997. Standards in the core subjects of English, mathematics and science have improved at nearly twice the national rate. The school has also made very good progress in addressing the key issues raised by the last report. There are now good systems for assessing pupils' attainment and progress in most subjects and the information gathered is used effectively to set targets for further improvement and adjust planning to better meet the needs of individual pupils. Teachers' lesson plans now contain appropriate 'learning objectives', which identify what pupils need to learn and the steps they need to take to learn these objectives. Medium-term plans now identify suitable opportunities for assessing pupils' work and for monitoring their progress. The school has also undertaken a thorough review of its equal opportunities policy and has ensured there is very good coverage of issues relating to cultural diversity as required by the last report.

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	D	A	C	C
mathematics	D	C	A	A
science	E	C	A	A

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

The above table shows that in the 2001 national tests, standards were close to the national average in English. In comparison with schools that have a similar proportion of pupils eligible for free school meals, standards were also close to average. In mathematics and science, standards were well above average compared nationally and also in comparison to similar schools. Standards have risen in all three core subjects at a faster rate than the national trend over the past five years. In the national tests at the end of Year 2, standards were close to the national average in reading. In comparison to similar schools, however, standards were below average. In writing, standards were above average compared nationally and in comparison to similar schools. Standards in mathematics were below average compared nationally, but were average when compared to similar schools. The school has presented evidence to show that the cohorts taking the tests in 2001 at both key stages contained a significant proportion of pupils with special educational needs, including difficulties relating to speech, language and social development. In addition, the high turnover of pupils leaving and joining the school has an adverse impact on standards, especially at the end of Key Stage 1. At Key Stage 1, there was a significant difference in the attainment of boys and girls, with girls doing better than boys. However, this was due largely to the fact that the majority of pupils with special educational needs in the cohort were boys. The school exceeded its target for English in 2001 by 2 per cent, with 82 per cent of pupils achieving Level 4 or above at the end of Year 6. It exceeded its target for mathematics by 24 per cent, with 94 per cent of pupils achieving Level 4 or above. Observed standards in literacy and numeracy are currently at the expected level in Year 2 and Year 6. However, both these cohorts contain a significant proportion of pupils with special educational needs, including pupils with statements. Overall, pupils are achieving well in relation to their prior attainment and making good progress in their learning. Children at the Foundation Stage are making good progress in their learning and are likely to exceed the Early Learning Goals in most areas by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes towards school and their work. They generally settle to their work quickly and enjoy the tasks they are given to complete.
Behaviour, in and out of classrooms	Behaviour is good throughout the school. Pupils listen attentively to teachers and follow instructions promptly.
Personal development and relationships	Relationships between teachers and pupils, and between pupils themselves, are generally good. These good relationships have a positive impact on the progress pupils make. Overall, pupils' personal development is good, although some younger pupils find it difficult to work independently.
Attendance	Attendance is just above the national average and the number of unauthorised absences is low.

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 and learning are good throughout the school. Teachers are very hard working and conscientious. They prepare thoroughly for lessons and their planning is generally good. The teaching of basic skills is good and, as a consequence, pupils are generally making good progress in their learning. Teachers generally have high expectations, but occasionally do not give sufficiently challenging work to the most able pupils. The teaching methods used are generally effective in encouraging pupils to put significant effort into their work. Teachers are very effective in their management of pupils' behaviour and as a consequence, pupils behave well in lessons, showing good levels of interest and concentration. Pupils are growing in their understanding of the need to take responsibility for their own learning, although the poor social skills of some pupils, means they still find it difficult to work effectively on their own. Pupils with special educational needs learn well and are making good progress overall. Teachers have very detailed assessment systems, but there is a need to reduce the administrative burden of current procedures so that teachers can concentrate on the essential information that helps pupils improve their work. Teachers' marking is generally helpful and sets appropriate targets for further improvement. Homework is used well to extend pupils' learning and prepares them well for the next stage of their education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides pupils with an appropriate curriculum, which is broad and balanced There is a good range of extra-curricular activities, particularly at Key Stage 2. These enhance educational experience.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs. The school is especially good at including pupils and helping them with emotional and behavioural difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good overall. The provision for pupils' spiritual development is satisfactory, although opportunities for pupils to reflect quietly on their own values are sometimes missed in lessons. However, provision for their moral, social and cultural development is very good.
How well the school cares for its pupils	The school cares for its pupils very well. There are very good procedures for child protection and for ensuring pupils' health and safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school. She is well supported by other key staff and the overall management of the school is good.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They have a good grasp of the school's strengths and are effective in assisting it in meeting the challenges it faces.
The school's evaluation of its performance	The school evaluates its performance well. The school improvement plan is an effective document, which has relevant targets.
The strategic use of	Good use is made of strategic resources, including specific grants. The

resources	school has begun to implement the principles of best value appropriately.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The standard of teaching is good.• Pupils enjoy coming to school.• Pupils who come from other schools settle in well.• The headteacher is effective.	<ul style="list-style-type: none">• A small number of pupils with behaviour problems disrupt lessons.

Parents have very positive views of the school. The inspection team agrees with the positive points made by parents. In response to what parents would like to see improved, the view of the inspectors is that teachers are good at maintaining discipline and nearly all pupils behave well. The occasional incident of poor behaviour is dealt with quickly and effectively.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There has been a very significant improvement in standards since the last inspection, particularly in English, mathematics and science.

1. Standards have improved significantly since the last inspection, largely due to good-quality teaching, effective analysis of assessment information and the accurate setting of targets for improvement. Looking at the trends in results between 1997, when the school was last inspected, standards have risen most sharply in science, where they have gone from well below to well above the national average over the five-year period. There has also been a significant improvement in mathematics, where standards were very low in 1997 and above average in 2001. Standards in English have not improved overall at quite the same rate as the other two core subjects, but none-the-less, there was a very sharp improvement between 1999 and 2000, when standards went from below to well above average. They fell slightly in 2001 to in line with national averages, but overall have improved against national averages at a slightly greater rate. In the 2001 national tests in English, 82 per cent of pupils achieved Level 4 or above, in comparison with the national average of 75 per cent. Thirty per cent of pupils achieved the higher Level 5, which was above the national average of 28 per cent. In mathematics, 94 per cent of pupils achieved at least Level 4, compared with the national average of 71 per cent. Forty-two per cent of pupils achieved Level 5, which was well above the national average of 25 per cent. Standards were very good in science, with all pupils achieving at least Level 4, compared with the national average of 87 per cent. Fifty-five per cent of pupils achieved the higher Level 5, which was well above the national average of 34 per cent.
2. The trend in the school's average National Curriculum points for all core subjects was above the national trend between 1997 and 2001. Between 1995 and 2001, standards have risen at nearly twice the national rate. In English, the total number of percentage points gained by the school was 67. The equivalent national improvement for the same period was 27 percentage points. The rate in mathematics was 80 percentage points, compared with 27 nationally. In science, the total number of percentage points gained was 54. During the same period, the national increase was 17. Taking all three core subjects together, the school has gained 67 percentage points, whilst the national percentage point increase has been 24 percentage points.

There is very good provision for pupils' personal development, including their moral, social and cultural development.

3. As a result of very good provision for personal, social, moral and cultural education, pupils have good attitudes to school, behave well and develop a good sense of personal responsibility.
4. Since the time of the last inspection, the school has productively spent considerable time and effort on promoting pupils' personal development. There are high expectations for the way pupils will behave and, in the main, pupils live up to these. In classes, they do as they are asked and relate in a polite, friendly way to adults. They act responsibly around the school, and although boisterous at times, behave well in the playground. Pupils are secure and relaxed in the environment and report that they feel safe and comfortable. The school accepts a number of pupils who have more challenging behaviour, and is successful in helping these individuals to control and modify the way they behave.
5. The very good provision for moral and social education has a positive effect on pupils' behaviour. It also help pupils to develop positive attitudes to the school. Good emphasis is placed on the development of personal responsibility, for example, the school council allows pupils to raise and discuss issues of importance to them. Older pupils are linked to younger ones in a 'buddy' scheme

that is successful in helping the youngest children settle into school as well as giving older pupils valuable experiences.

6. Teachers and other staff provide good role models, particularly in placing values on each pupil as an individual. A well thought out personal, health and social education programme also contributes well to the overall social and moral education provided. Pupils are actively encouraged to consider issues pertinent to their lives, and to realise that they have choices to make that may affect them. Issues such as smoking and drug abuse are elements of this programme, as are healthy eating, the need for fitness and the need to consider personal safety.
7. Cultural education is very well represented in the curriculum provided. Subjects such as art and music allow pupils to develop good cultural knowledge and understanding. The study of the work of writers, artists and composers form a valuable part of the curriculum. For example, pupils in Year 6 have recently developed prints from the study of William Morris and produced effective illuminated texts after the work seen from the Book of Kells from Ireland. Pupils study the cultural traditions of others. For example, in Years 1 and 2, pupils have looked at Aboriginal art and in Year 3, they have studied Chembakolli in India. This latter study was particularly effective as it was extended to give pupils opportunity to consider the cultural traditions of different groups of people within Britain. Religious education is also used well to extend pupils' understanding and respect for the faiths of others. Pupils in Year 6, for example, have looked at the celebration of Divali, and have learned about some key figures of the Hindu faith well.

There are very good procedures for ensuring pupils' care and welfare

8. Parents believe that the school cares for its pupils very well, and particularly their personal development. The school is very clean, well maintained and is a well ordered community. Procedures for child protection are comprehensive, effective and known to all staff. All the teachers and their assistants have very good relationships with their pupils. Praise and encouragement are features of many lessons, and as a consequence there is often a 'buzz' of excitement in lessons and great enthusiasm to answer questions. Pupils are confident in talking about how they would deal with matters of bullying, and also of their future hopes and aspirations. The number of parents who come in to help in school promotes the importance of education in pupils' eyes. The school has instituted good systems to promote consistently high attendance, and consequently attendance and punctuality are very good.
9. The provision for pupils with special educational needs is good. The school's aim of 'valuing each individual', plays a great part in establishing an environment in which these pupils can establish and maintain good self-esteem. Teachers are careful to provide appropriate support for them in class, for example, ensuring that adults are assigned to assist them. In this way, and through work with small groups, teaching assistants play a positive role in promoting good progress. However there are occasions, particularly when classes are being taught as a whole, when better use could be made of the skills of these adults.

The headteacher provides very good leadership for the school. She is well supported by her staff and the governing body.

10. The headteacher has been very effective in securing significant levels of improvement in many aspects of the school's provision. She has successfully moved the school on since the last inspection, correctly identifying areas for improvement, providing effective staff development and involving the whole school in the drive to raise standards. Her very clear sense of educational direction has been communicated effectively to the whole staff and the governors. The targets she has identified for improvement have been well conceived and, in many areas, effective steps have been taken to ensure that these targets have been met. For example, the careful monitoring of teaching and learning has resulted in increased support for lower-attaining pupils in English and mathematics, which has had a positive impact on the standards achieved by these pupils. The

whole staff work together well as a team and, collectively, they have a very good capacity for success and a firm commitment to further improvement.

11. The headteacher is supported well by the deputy headteacher and other staff with management responsibilities. The overall management of the school is good and co-ordinators contribute significantly to the smooth running of the school. The deputy headteacher and Key Stage 1 co-ordinator have had good opportunities to monitor teaching and learning in English and mathematics, and this has had a positive impact on raising standards in these subjects. The introduction of literacy and numeracy has been managed well and the school makes good use of specific grants and initiatives to provide good levels of support for pupils who need it. Successful initiatives include the Additional Literacy Support, Early Literacy Support and the 'Springboard' mathematics programme, which have helped raise standards and improve the quality of education for pupils with additional educational needs, as well as raise the awareness of parents to literacy and numeracy issues.
12. The Governing Body also plays a key role in shaping the direction of the school. There are a good range of committees to support its work and governors are effective in helping set the school's budget and formulating the improvement plan. Governors come into school regularly to observe lessons, talk with staff and pupils and listen to pupils read. The parent governors provide an effective link between the parent body and the school administration. The efficient way in which the school is managed ensures that the Governing Body fulfils all its statutory responsibilities.

WHAT COULD BE IMPROVED

The use of information and communication technology to support learning in other subjects.

13. Insufficient use is made of information and communication technology (ICT) to support learning in other subjects. Although standards in ICT are generally satisfactory and many pupils have good levels of basic computing skills, there are too few opportunities for them to use these skills in relevant contexts when working in the classroom. The school has a good ICT suite, which is well equipped. However, it is not currently used to its maximum capacity and there is little access for pupils to use its facilities on a casual basis.
14. The provision of computers in classrooms is limited and, as a result, pupils do not have ready access to ICT when they need it. This means that much of the work they carry out in ICT is isolated from the context of other lessons. For example, a group of pupils from Year 4 were observed copying written work, in the form of a letter, from their English books. They were using formatting tools in a word processing program to place the address on the right of the page. Although this exercise was useful in teaching them word processing skills, many did not see the relevance of first writing the letter in longhand. It would have been more effective if the pupils had had the opportunity to draft the letter directly in the word processing program, as happens in reality. In general, pupils have limited opportunities to draft and redraft their written work directly on computers.
15. There is evidence that ICT is sometimes used effectively to support learning in science and mathematics, but there are very few regular identified opportunities in teachers' planning. When planning topics, teachers do not regularly identify ways in which technology can be used as a tool to meet the learning objectives; for example, the use of computer aided design programs for design and technology, composition programs for music or suitable map work programs for geography.
16. The lack of classroom computers severely limits pupils' access to appropriate ICT as a tool for learning. As they need supervision in the ICT suite, pupils cannot use computers casually to

research or draft work. This inhibits pupils in developing their understanding of computers as tools in everyday life.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. In order to continue to improve the quality of education provided by the school, the governing body, headteacher and staff should:
 - Further improve the use of information and communication technology to support learning in other subjects by:
 - Refining teachers' planning to include more identified regular opportunities for pupils to use computers and other technology;
 - Ensuring that pupils have easy access to computers, so that they can use them readily as tools to support their learning;
 - Ensuring that the range of software and hardware available provides adequate support for learning in all subjects of the curriculum.

OTHER SPECIFIED FEATURES

The inspection evaluated specifically the contribution of teaching assistants to the teaching of literacy and numeracy, and how well they are managed in the school.

18. Teaching assistants are doing a good job and make a positive contribution to the learning of pupils in literacy and numeracy lessons. Teaching assistants are well qualified and suitably experienced and have a good understanding of the methods and techniques central to both the National Literacy Strategy and the National Numeracy Strategies.
19. They make good use of catch-up and intervention programmes, including Additional Literacy Support, Early Literacy Support and the Springboard mathematics programme to help pupils who are experiencing difficulties in attaining broadly average standards in English and mathematics.
20. Teaching assistants are fully involved in the life of the school and play an important part in managing pupils with behavioural difficulties and in providing for the welfare of all pupils. They provide valuable help to teachers by assisting in aspects of general classroom organisation and management. Support staff attend staff meetings and in-service training as appropriate, but there are no formal opportunities for support staff to meet together to discuss common strategies and share best practice.
21. The management of teaching assistants is satisfactory overall, and teachers generally make appropriate use of the additional help available to them, deploying the support staff in a way that results in the most positive impact. The headteacher is aware of the need to constantly monitor the allocation of teaching assistants to classes, since some teachers do not always receive sufficient support.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

Number of discussions with staff, governors, other adults and pupils

5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	17	5	0	0	0
Percentage	0	15	65	19	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

	Nursery	YR – Y1
Number of pupils on the school's roll (FTE for part-time pupils)		191
Number of full-time pupils known to be eligible for free school meals		30

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y1
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		48

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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	16	11	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	13	13
	Girls	11	11	11
	Total	21	24	24
Percentage of pupils at NC level 2 or above	School	78[83]	89[94]	89[94]
	National	84[83]	86[84]	91[90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	12
	Girls	11	11	11
	Total	21	24	23
Percentage of pupils at NC level 2 or above	School	78[89]	89[100]	85[94]
	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	19	14	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	17	19
	Girls	14	14	14
	Total	27	31	33
Percentage of pupils at NC level 4 or above	School	82[79]	94[69]	100[86]
	National	75[75]	71[72]	87[85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A[79]	N/A[66]	N/A[79]
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	160
Any other minority ethnic group	5

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)	8.3
Number of pupils per qualified teacher	23
Average class size	27.3

Education support staff: YR - Y6

Total number of education support staff	9
Total aggregate hours worked per week	146.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	437,119
Total expenditure	448,356
Expenditure per pupil	2,208
Balance brought forward from previous year	43,096
Balance carried forward to next year	31,859

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	191
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	4	0	0
My child is making good progress in school.	59	41	0	0	0
Behaviour in the school is good.	47	49	1	0	3
My child gets the right amount of work to do at home.	44	49	4	1	1
The teaching is good.	63	36	1	0	0
I am kept well informed about how my child is getting on.	53	39	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	80	19	0	0	1
The school expects my child to work hard and achieve his or her best.	65	33	0	0	1
The school works closely with parents.	52	40	8	0	0
The school is well led and managed.	63	37	0	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	47	43	8	0	3

Other issues raised by parents

- Pupils with behavioural problems sometime disrupt lessons.