

# INSPECTION REPORT

## **BARUGH GREEN PRIMARY SCHOOL**

Barugh Green, Barnsley

LEA area: Barnsley

Unique reference number: 106575

Headteacher: Mr M Gilmore

Reporting inspector: Graham Bate  
20926

Dates of inspection: 13<sup>th</sup> – 14<sup>th</sup> June 2001

Inspection number: 196336

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 years

Gender of pupils: Mixed

School address: Higham Common Road  
Barugh Green  
Barnsley  
South Yorkshire  
Postcode: S75 1LD

Telephone number: 01226 383800

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Appropriate authority: The governing body

Name of chair of governors: Mrs S Hague

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Although the school roll has grown since the last inspection to 269 pupils, it remains broadly similar in size to other primary schools nationally. At the time of the inspection, 14 pupils were under five years of age. There is a very small number of children of minority ethnic heritage and for whom English is an additional language. 6.4 per cent of pupils are on the school's register of special educational needs, which is well below the national average. The percentage of pupils with statements of special educational needs is broadly average. About 11 per cent of pupils are eligible to receive free school meals, which is also broadly in line with the national average. The pupils' standard of attainment on entry covers a wide range but is broadly average. The school is organised into nine classes. One class is accommodated in a temporary classroom. The vast majority of children attending the school live in this former mining community. The school was awarded Beacon status and is, for example, involved with in-service training work for newly qualified teachers.

### **HOW GOOD THE SCHOOL IS**

Barugh Green Primary School is a very well ordered, dynamic and caring community, in which pupils achieve high standards in English, mathematics and science. Teaching is very good. Basic skills are very well taught and the staff's expectations of all aspects of the pupils' development are very high. Relationships within the school are excellent and as a result behaviour is almost always very good. The headteacher provides outstanding leadership. He is very well supported by the governing body and a very effective team of teachers. The school provides very good value for money.

#### **What the school does well**

- High standards are attained in English, mathematics and science.
- The quality of teaching is very good and helps pupils to make good progress.
- Pupils' attitudes and behaviour are very good; relationships are excellent.
- The quality and range of learning opportunities are very good.
- The leadership provided by the headteacher and key staff is exceptional; they are very well supported by the governing body.

#### **What could be improved**

- The provision for the physical/social development of children under five.
- The pupils' productivity and pace of working in some subjects, other than in English and mathematics.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and was found to be successful with many strengths. The school has continued to improve and has made very good progress in its attention to the key issues. The monitoring of teaching and learning has been very successfully developed. The systematic approach to, and analysis of, this aspect of the school's work is a major contributor to the maintenance of high standards. The school has developed an effective and useful way of recording pupils' attainment and experience in all subjects, including information and communication technology. The previous overall good quality of teaching has improved, sustaining the high standards in English, mathematics and science and pupils' attitudes and behaviour. The teachers' expertise and confidence in teaching information and communication technology has also improved as a result of effective in-service training. This has led to a raising of standards in information and communication technology. The thoughtful internal developments of the accommodation have improved the learning environment, but there is scope for improvement in the provision for the physical development of the under-fives.

## STANDARDS

The table shows the standards achieved by 11 year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A	A	Very high A*
Mathematics	A	A	A	A*	Well above average A
Science	A	A	B	A	Above average B
					Average C
					Below average D
					Well below average E

The school exceeded its challenging targets for 2000 and, compared with all schools, has sustained high standards over the period 1997-2000. Standards are well above average in English and science compared with similar schools, that is those having between 8 per cent and 20 per cent of pupils entitled to free school meals. The results in mathematics for 2000 indicate very high performance in comparison with schools in similar contexts. This places the school in the top five per cent of similar schools. Standards of work seen during the inspection were above average overall and the pupils make good progress through both key stages. Standards in information and communication technology are now above average in Key Stage 1 and also in the areas so far covered by Key Stage 2 pupils. Most pupils under the age of five are well on course to meet or exceed the national expectations for children aged five. Pupils with special educational needs make good progress towards their individual targets. Pupils identified as gifted or talented are well challenged by, for example, the work they undertake in a Latin group.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school, are enthusiastic and have very positive attitudes.
Behaviour, in and out of classrooms	Behaviour is very good and the pupils co-operate very well with each other.
Personal development and relationships	Relationships between the pupils and with adults are excellent. Pupils show initiative and are willing to undertake a broad range of responsibilities.
Attendance	Attendance is in line with the national average. The school makes strenuous efforts to reduce unauthorised absence but the level remains above the national average.

The school has very high expectations of good behaviour to which the pupils react positively. There is a mutual respect between staff and pupils. Instances of poor behaviour are very few and are dealt with quickly. There have been no exclusions. The school has been most diligent in seeking to inform parents of the problems associated with unauthorised absence on children's education.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	Very 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.*

The overall quality of teaching is very good. The teaching in over 50 per cent of lessons was very good or better, with 95 per cent being good or better. No unsatisfactory lessons were observed. The teaching of literacy and numeracy is very effective and, as a result, it helps pupils make good progress in all subjects. The teachers plan work well to meet the needs of all pupils. Learning is greatly assisted by the very good management of the pupils by the teachers and their high expectations for behaviour and standards of work. Very occasionally the pace of learning drops during the long afternoon session. The pupils respond very positively to the very good teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and rich curriculum. It meets statutory requirements and the needs of all pupils.
Provision for pupils with special educational needs	Provision is good and the pupils make good progress.
Provision for pupils with English as an additional language	Satisfactory provision is made to support the needs of the pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good. It contributes significantly to the positive ethos within the school.
How well the school cares for its pupils	All adults in the school care deeply for their pupils. Good behaviour is consistently promoted. Pupils' attainment and progress is carefully monitored. Very good health and safety and child protection measures are in place.

The teachers take every opportunity to make the curriculum relevant to the needs of the pupils. It is enriched by a wide range of visitors to the school, for example artists and drama groups, and by visits to the theatre and concerts. The strategies for teaching literacy and numeracy skills are very effective. The school makes excellent provision for extra-curricular activities. Twenty-six activities are provided with about fifteen being available at any one time.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership. He is very effectively supported by the staff who work as an excellent team; they all have a high level of commitment to high standards.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities and give very good support to the school. They have a clear idea of the strategic development of the school.
The school's evaluation of its performance	Monitoring and evaluation of the school's work are very good. Very careful analyses are undertaken of test results and organisational developments.
The strategic use of resources	Principles of best value are applied well by the headteacher and governing body. Spending is closely matched to educational priorities and finances well controlled. The school provides very good value for money.

The headteacher and staff work outstandingly well as a team. Subject co-ordinators have clearly defined responsibilities and are central to the sharing of good practice and analysis of progress. All staff are committed to the further improvement of standards which are underpinned by a very clear and well-constructed development plan.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The teaching is good.</li> <li>• The children make good progress.</li> <li>• Behaviour and relationships are very good.</li> <li>• The school is well led and managed.</li> <li>• Parents feel very welcome in the school and find the parents' notice board very helpful.</li> </ul>	<ul style="list-style-type: none"> <li>• A very small minority did not feel well informed about how their children are getting on.</li> </ul>

The inspection team is very happy to give a strong endorsement to the parents' positive views. It cannot support the view that parents are not well informed about children's progress as the school provides three formal occasions for consultation about pupils' progress. Additionally, the annual school reports are of high quality and give a clear indication of targets for improvement. The school is open to individual parental consultation at any time.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **High standards are attained in English, mathematics and science**

1. In English, mathematics and science pupils achieve well, make good progress right through the school, attaining above and well above average standards in comparison with all schools nationally and against similar schools. The inspection findings confirm this picture of high standards in these three subjects.
2. Reception children in the mixed-age class develop good speaking and listening skills when engaged in imaginative role-play on a pirate island. Pre and early writing skills are used effectively when sending a letter to the man on the island. A high proportion of pupils in the Reception class accurately count up to and back down from 20. Some higher attaining pupils understand simple subtraction and are confident with number bonds to ten. In identifying a range of objects, the pupils show a good understanding of those that are pushed, pulled or both. Most pupils attain or exceed the nationally expected Early Learning Goals during or by the end of the reception year.
3. All the teachers have a very good understanding of the teaching of reading. As a result, pupils use phonic skills well when dealing with unfamiliar words. Year 1/2 pupils show a very good understanding of the importance of punctuation when reading with intonation and meaning. Higher attaining pupils in this class clearly understand the significance of paragraphs and have good comprehension of what they have read. The teachers build well on these solid foundations and, by the time the pupils reach the end of Key Stage 2, most read well and with expression, explaining knowledgeably about dialogue, humour and sarcasm in the text. Very good and regular use is made of both the infant and junior libraries. Pupils are able to locate a book in the library quickly.
4. Pupils throughout the school write well, expressing their ideas with a good range of vocabulary. Key Stage 1 pupils' stories indicate that they have a good notion of structure, with logical thinking and endings that are well thought out. Their use of words is imaginative, assisted by using a wide variety of connectives, for example in a Year 1/2 class the pupils clearly recognise the importance of sequencing words such as 'before' and 'after' when story writing. As a result of the very good teaching and planning, pupils' writing develops very well in Key Stage 2 from these good beginnings. Writing is enlivened by good use of adverbs, for example 'frantically swam back' and a wide vocabulary, 'the fox deduced that...' Very effective use is also made of such structures as metaphor and simile, as in '...it was like Satan's workshop'. Interesting presentational ideas, thought through by teacher and pupil, result in some space stories grippingly written in silver ink on black paper. The teachers have high expectations for the quality of presentation. This results in neat, well-formed and legible handwriting being presented by the great majority of pupils. Spelling is regularly and effectively taught. Younger pupils make good attempts at spelling unfamiliar words using their knowledge of phonetics and, through the school, dictionaries are turned to as a matter of course for assistance. Every opportunity is sought by the teachers for the pupils to extend and use their literacy skills in other subjects, resulting in well-written science, history and geography accounts and descriptions.
5. The National Numeracy Strategy has been very effectively implemented. It has contributed to the maintenance of high standards. Pupils show good mental recall of number; some Year 5 pupils, for example, calculating, without recourse to pencil and

paper, one per cent of 80 quickly and accurately. Pupils use their mathematical understanding well in other subjects, for example some Year 2 pupils spoke knowledgeably about co-ordinates when describing where they might locate a lighthouse in work on symbols in geography. The very positive relationships that exist in the classrooms encourage pupils of all abilities to 'have a go' during these mental arithmetic sessions, leading to greater mathematical confidence. The pupils are fully extended by the mathematical expectations of the teachers, with Year 6 dealing well, for example, with simple algebraic functions and the interpretation of statistical data. The pupils understand the importance of the neat presentation of their work in order to avoid inaccuracies in calculations and tabulation of results. Standards in mathematics are greatly assisted by the teachers' good understanding of the subject.

6. Standards in science, as in English and mathematics, are greatly assisted by the excellent relationships in the classroom. For example, in a Year 3 lesson, a boy who was having difficulty explaining how to set up an experiment said, "I can show you better than say it". This he did with confidence and competence, effectively reinforcing his learning and that of the rest of the class. The teachers also extend very well pupils' scientific understanding by using correct technical vocabulary, for example translucent, opaque, anther and filament; the pupils take great pleasure in using the terms correctly. Good progress is evident in the pupils' use of scientific terminology and in their ability to carry out systematic investigations, for example in some Key Stage 2 work on conductors and insulation. In conversation, pupils show good recall of scientific facts and have a very good understanding of the use of variables in experimentation. The pupils' ability to work collaboratively has a very positive impact on the standards of their work, not only in science but all areas of the curriculum.

### **The quality of teaching is very good and helps pupils to make good progress**

7. The very good management of the pupils by the teachers helps to ensure that learning is also very good. No time is lost, for example, in maintaining the pupils on task. However, this very good measure of control is not at the expense of teacher/pupil relationships, which are excellent. The enthusiasm for their work shown by the teachers clearly motivates the pupils to learn. This is greatly helped by the very good question and answer skills of the teachers who ensure not only that all pupils are involved in the oral part of the lesson, but also they are stimulated to think. In a Year 6 lesson, for example, the penetrating and thought-provoking questions of the teacher led the pupils to a good appreciation of how different authors induced sympathy for their characters. All the teachers have very high expectations of their pupils, not only for good behaviour but, for example, presentation of work, use of language and that all, whatever their ability, will achieve and make progress.
8. Lessons are very well planned. They have clearly set objectives, which are frequently shared with pupils, referred to during the lesson and used by the pupils and teachers at the end of the session to measure increases in knowledge and understanding. Literacy and numeracy are taught well. These lessons are well structured and meet the needs of all pupils. The pace of most lessons is brisk, which helps to maintain interest and motivate the pupils. For example, at the beginning of numeracy lessons rapid well-focused questions keep pupils on their toes and are often varied to suit their different abilities. In a Year 5 lesson, the teacher very effectively consolidated the pupils' understanding of many mathematical concepts, including square and negative numbers and fractional and decimal equivalents, in a rapid fire mental session; despite the demands placed upon the pupils, enjoyment was evident and learning excellent. However, very occasionally the pace of learning drops when the length of session, without a change of activity, is too long. When pupils are working

individually or in groups the teachers very effectively intervene to extend or reinforce learning and make assessments of progress.

9. The teachers have implemented the National Strategies for Literacy and Numeracy very well. However, they are sensibly making adaptations to suit the needs of their own pupils. The very effective teaching is contributing well to the raising of standards in most subjects, for example in information and communication technology and in using mathematical understanding in recording a summary analysis of results in science.

### **Pupils' attitudes and behaviour are very good: relationships are excellent**

10. The pupils' interest and enthusiasm for school lies at the heart of the very good learning that is evident. They work with exceptionally good levels of concentration, sometimes over quite protracted periods of time. In discussion, pupils indicated how much they enjoyed school, liked most of the lessons and were proud of their work. Behaviour is very good in lessons and around the school; in some lessons it was beyond reproach. Pupils show considerable courtesy to all staff and their peers. They are very attentive to the needs of visitors and answer politely when spoken to.
11. Pupils have very positive attitudes to their work. Relationships with each other and the staff are excellent. They know, as a result of the consistent approach to pupil management by the teachers, what is expected of them, they want to do well and are keen to extend their learning, for example by attending one of the many extra-curricular activities and by doing their homework. One child summed up why behaviour is good – "we want to give something back to the teachers for all the time they spend on us and clubs and things". Such excellent relationships lead to a situation where pupils feel comfortable if they make a mistake, recognise the contributions of others, work very well collaboratively and are prepared to take personal responsibility. When they leave the school, they have developed into mature, sensible and considerate young people.

### **The quality and range of learning opportunities are very good**

12. An appropriate statutory curriculum is in place. However, the school sees this as a baseline from which to work. As a result, it provides a rich curriculum for the pupils. Every opportunity is taken to give relevance to the pupils' work, including those with special educational needs for whom good provision is made. For example, regular, stimulating opportunities are provided for the pupils to discuss issues of current national interest, such as the moral dilemmas of execution and the media's revelation of the return of a rare bird in Rutland. Good provision is also made to meet the needs of those pupils identified as gifted or talented, for example a Latin group for Years 3, 4 and 5. Concerns expressed in the previous report about the provision for information and communication technology have been very successfully addressed to the extent that standards, in Key Stage 1 and in the areas currently experienced by Key Stage 2, are above expectations for pupils of seven and eleven years of age. Provision, however, for the physical/social development of children in the Foundation Stage is severely restricted by the absence of suitable outdoor structured play areas.
13. Many other opportunities enhance and enrich the curriculum. Very good provision is made for visits to places of interest and stimulus, for example the theatre, concerts and a residential field trip to Conwy. Additionally, a wide variety of visitors to the school is welcomed, such as drama groups, artists in school and an African drummer. The range of extra-curricular activities offered by the school is outstanding. About twenty-six different activities are offered, including German, gardening, stringed

instruments, athletics and drama. Fifteen activities are usually going on at any one time. All these dimensions have a very positive impact on the pupils' learning and experiences.

**The leadership provided by the headteacher and key staff is exceptional; they are very well supported by the governing body**

14. The headteacher is an outstanding leader. He shares with the very committed staff and governors a very clear vision for the future of the school. There is a strong commitment by all adults to the maintenance and improvement of the already high standards. The very positive ethos within the school ensures that all pupils are valued, for example good financial planning allowed that 'booster money' allocated to the school was used to benefit all pupils in the school. This strategy contributed to the challenging targets for pupils' performance in the national tests for eleven-year-olds (SATs) being exceeded. The headteacher is exceptionally highly regarded by parents. The school is very effectively organised. Administrative staff are also very effective.
15. The school's strategic development plan is very clear and well structured. It is evident from this document and conversations with staff that strong teamwork is promoted well. For example, subject co-ordinators have clearly defined responsibilities, perform their duties exceptionally well and are encouraged to exercise initiatives. However, the headteacher, whilst 'enabling' his staff, keeps a close eye on the developments to ensure they remain in line with the school's overall direction. Good analyses of assessments are carried out. The monitoring of teaching and learning, by both the headteacher and subject co-ordinators, is systematic. It is carried out both formally and informally and has made a significant contribution to teaching and pupil progress. Careful analysis is also carried out of developments, for example the introduction of setting in English and mathematics.
16. The award of Beacon status to the school has brought additional responsibilities to all the staff and governing body. However, it has raised the confidence of teachers, helped to maintain a sharp focus to work, provided more flexibility in staffing and generally 'keeps people on their toes', including the pupils involved in the groups. The overall impact of the initiative has been positive, both on the quality of education provided and the standards attained.
17. Financial control is very good. The principles of best value are carefully applied by the governing body, for example in carrying out a water consumption analysis. The governing body is particularly effective in fulfilling its responsibilities. They have a clear understanding of the needs of the school and support the headteacher and staff most effectively, for example through the weekly meetings of the chair and headteacher and by the direct involvement of some other governors in the day-to-day life of the school.

**WHAT COULD BE IMPROVED**

**The provision for the physical/social development of children under five**

18. The teachers of the children under five plan a curriculum that follows the guidance for the areas of learning and Early Learning Goals of the Foundation Stage. However, the lack of an appropriately secure area for both the classes with Foundation Stage children does not allow opportunities, other than formal physical education lessons, to plan for their physical/social development. Although the Reception/Year 1 class does have a small outdoor area, it is insufficient in size to provide the necessary

apparatus, for example a climbing frame and large wheeled apparatus. The current Reception classroom has no outdoor facilities at all. This is unsatisfactory. These children are deprived of the opportunity, not only to practise large scale movement and experience the growth in confidence and self-esteem of, for example, successfully riding a scooter, but also opportunities to develop the social skills by sharing equipment etc. This is particularly important as only half the children have any pre-school experience.

### **The pupils' productivity and pace of working in some subjects, other than English and mathematics**

19. The overall quality of learning during the inspection was very good. However, in some of the sessions this high standard was not always maintained. In a number of classes, particularly during the afternoon, the whole session was given over to one subject with extended periods when pupils were engaged on one activity. It was at these times that the productivity of the pupils sometimes faltered and the pace of learning slowed. In order to ensure the best use of time, an evaluation of planning for each activity, whether listening to the teacher or working individually or in groups, should be undertaken. Some of the lowering of productivity may not be obvious owing to very good levels of pupils' behaviour.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

20. The school should now:
  - (1) Seek to provide a suitable and secure outdoor area where children under five may develop their physical and social skills as identified in the national guidance for the Foundation Stage.
  - (2) Examine the strategies used in the time management of the teaching of some subjects, especially during the afternoon sessions, to ensure the pupils' normally good pace of working and productivity are maintained.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	50	40	5	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### 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)	269
Number of full-time pupils known to be eligible for free school meals	30

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	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.9
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	21	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	19	20	19
	Total	38	39	38
Percentage of pupils at NC level 2 or above	School	90 (97)	93 (95)	90 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	19	19	19
	Total	38	38	38
Percentage of pupils at NC level 2 or above	School	90 (92)	90 (92)	90 (86)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	18
	Girls	13	13	14
	Total	30	31	32
Percentage of pupils at NC level 4 or above	School	83 (92)	86 (94)	89 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	13	13	14
	Total	30	31	32
Percentage of pupils at NC level 4 or above	School	83 (92)	86 (94)	89 (97)
	National	70 (68)	72 (69)	79 (75)

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	268
Any other minority ethnic group	2

*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)	10.63
Number of pupils per qualified teacher	24
Average class size	28.3

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	179

### ***Financial information***

Financial year	2000/2001
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	£
Total income	485,908
Total expenditure	465,040
Expenditure per pupil	1,768
Balance brought forward from previous year	11,802
Balance carried forward to next year	32,670

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	93

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	0	1
My child is making good progress in school.	66	29	3	0	2
Behaviour in the school is good.	55	41	2	0	2
My child gets the right amount of work to do at home.	50	45	2	1	2
The teaching is good.	73	25	0	0	2
I am kept well informed about how my child is getting on.	55	33	10	0	2
I would feel comfortable about approaching the school with questions or a problem.	69	27	3	1	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	60	35	5	0	0
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	64	32	2	0	2
The school provides an interesting range of activities outside lessons.	64	30	4	1	1