

INSPECTION REPORT

GODOLPHIN INFANT SCHOOL

Slough

LEA area: Slough

Unique reference number: 109903

Headteacher: Mrs E A Hester

Reporting inspector: Mr D C Houghton
21121

Dates of inspection: 15 – 16 January 2002

Inspection number: 207603

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
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
School address:	Warrington Avenue Slough Berkshire
Postcode:	SL1 3BQ
Telephone number:	01753 521888
Fax number:	01753 571359
Appropriate authority:	The governing body
Name of chair of governors:	Mr I Head
Date of previous inspection:	November 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21121	Mr. D C Houghton	Registered inspector
9614	Mrs C Webb	Lay inspector
25925	Mrs E Pacey	Team inspector

The inspection contractor was:

Open Book Inspections
6 East Point
High Street
Seal
Sevenoaks
TN15 0EG

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Godolphin Infant School is situated in the urban area of Slough and is part of the Education Action Zone. There are currently 259 pupils on roll which is broadly average. Of these there are 88 pupils in the reception year of whom 52 started at the beginning of this term. There are 34 pupils (16.7 per cent) on the register of special educational needs and three of them have statements of special educational need. The attainment of pupils on entry is well below average with a high proportion of them having very low level language skills. A large number of pupils (83.5 per cent) come from ethnic minority backgrounds, mainly Asian, but there are an increasing number of African and Afro-Caribbean pupils. Of these pupils 81 per cent are learning English as an additional language. Thirty-nine pupils receive free school meals, which is broadly in line with the national average. Most pupils attend from the local area. The majority of homes consist of local authority housing or rented accommodation. There is a strong sense of community in the school, and many of the teaching assistants are parents who provide bi-lingual support for the pupils who speak little English. The admission number has been reduced from 112 to 90 and the number of pupils on roll has fallen since the last inspection. The school is experiencing difficulties in recruiting new staff and there has been a high turnover of teachers in the last few years due to retirement and illness. A significant number of pupils enter and leave school during a year and a high number of parents take their children on extended holidays during term time. The school is accessible to parents, most of whom feel comfortable when they visit.

HOW GOOD THE SCHOOL IS

This is an effective school. Strong moral, social and cultural values permeate the school. Pupils and staff from a wide range of ethnic communities work together in total harmony and all feel included in the life and work of the school. It provides a good education for its pupils with a wide and varied curriculum. Pupils start school with very low levels of attainment especially in reading, writing and mathematics. They make good progress, although standards remain well below average overall when they leave at the age of seven. The good progress that these pupils make is a result of good teaching with very good support from the bi-lingual teaching assistants, who work closely with teachers to ensure that pupils who have little understanding of English have full access to the curriculum. The headteacher has a clear vision for the educational development of the school and provides good leadership. Parents are very supportive of the school, which has also developed good links with neighbouring schools. It provides sound value for money.

What the school does well

- Pupils make good progress.
- The quality of teaching is good overall and the learning support assistants, especially those who are bilingual, provide outstanding support.
- The headteacher has a clear vision for the educational development of the school and provides good leadership.
- Pupils enjoy coming to school, and the provision for inclusion has ensured that all are fully involved in its life and work.

What could be improved

- Standards, especially for the higher-attaining pupils.
- The effectiveness of delegation and responsibilities to those in the most senior management positions.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection of the school was in November 1998 and the developments since then have been sufficient to maintain the good progress made by the pupils, despite the low levels of attainment on entry. Assessment procedures have been developed so that the school is now in a position to use the data available to identify strengths and weaknesses in the curriculum. The use of day-to-day assessments to help plan further lessons is more limited. All classes now have computers and these are used reasonably effectively by teachers to support learning. However, due to circumstances beyond the control of the school, for example, building difficulties and unsatisfactory training, the development of information and communication technology has been limited. The governing body now has a committee structure and fully meets its statutory responsibilities and is becoming more involved in the school's development. Members of the senior management team have clear job descriptions. Curriculum planning is now good and ensures continuity throughout the Foundation Stage and Key Stage 1, and the school is now working hard to ensure continuity between the two key stages. All statutory requirements are now being fully met.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
reading	E	E	E	D	well above average A above average B average C below average D well below average E very low E*
writing	C	D	D	C	
mathematics	E*	E	E	E	

The test results at the end of Key Stage 1 in 2001 indicate that standards are below average in writing and well below average in reading and mathematics when compared to all schools. When compared to similar schools standards are average in writing, below average in reading and well below average in mathematics. This does not take account of the very low levels of attainment on entry, indicated by baseline assessments. Over 80 per cent of pupils are learning English as an additional language and many have little understanding of English when they start school. The school works very hard and pupils are making good progress to attain the levels they reach. In reading and writing the numbers of pupils reaching the expected Level 2 are similar to those nationally. However, the number reaching the higher levels is below the national average, which results in overall lower standards. In all three subjects tested, the percentage of pupils achieving the expected Level 2 has risen since 1998 and trends have been upwards, although there have been dips on the way.

Inspection findings confirm the good progress made by the pupils. In the Foundation Stage, for example, many of the pupils cannot form letters and by the end of their first term they are tracing and copying letters that are recognizable. By the end of Year 1, most pupils know all the letter sounds and names. The work inspectors saw by pupils in Year 2 shows that they write simple sentences with capital letters and full stops. In mathematics, whilst pupils manage simple computations, they find any work involving the interpretation of words difficult. The school has set challenging but realistic targets and these aim at improving the levels of attainment of the higher achievers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school and they work well together.
Behaviour, in and out of classrooms	Good. Pupils generally behave well and are attentive in class. They play well together and no bullying was seen. There has only been one exclusion recently.
Personal development and relationships	Good. Pupils who come from a wide variety of different ethnic groups work and play in harmony. There is a complete lack of oppressive behaviour. As they progress through the school their self esteem and confidence increases.
Attendance	Unsatisfactory. This is because many families take extended holidays during term time. There are also a few pupils who arrive late for school.

The school is concerned about the pupils who are absent for long periods of time because of the extended holidays and is taking steps to try and encourage parents not to let this happen.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	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.

Literacy and numeracy are taught well. Lessons are planned effectively within year groups and this ensures consistency of what is being taught throughout each year group. A particular strength of teaching is the very effective deployment of the teaching assistants, especially those who are bilingual. These assistants provide invaluable and outstanding support to those pupils learning English as an additional language and ensure that these pupils are fully included in lessons. Teachers manage pupils very well and make good use of homework to support pupils' learning. Most pupils make good progress because they are well taught, although those with higher levels of attainment are not always challenged appropriately and their rate of progress is restricted because teachers' expectations are not always high enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and is equally accessible to all pupils. The school is now working to ensure that the Foundation Stage objectives are integrated with those for Key Stage 1. Relationships with nearby schools are very good.
Provision for pupils with special educational needs	Good. Individual education plans are well written with clear, achievable goals. They are used effectively by teachers and learning support assistants to monitor pupils' learning. The school has good support procedures such as reading recovery and accelerated learning programmes.
Provision for pupils with English as an additional language	Very good. A lot of additional help is provided for these pupils through local authority grants and the school's own resources and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' social and cultural development is very good and for their moral development is good. Provision for spiritual development it is satisfactory.
How well the school cares for its pupils	Very good. Teachers' and their assistants' knowledge and understanding of their pupils are very good and are significant factors in the good progress they make.

The provision of high quality bilingual support for pupils is a significant factor in enabling all pupils to have equal access to the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides good leadership and has a clear vision for the educational development of the school. Year leaders and subject co-ordinators make a valuable contribution to the running of the school. However, the working relationship between the head and deputy headteacher is not as effective as it should be.
How well the governors fulfil their responsibilities	Satisfactory. Most governors are relatively new to their posts and the governing body is still in its early stages of development. The governors are beginning to take an increasing part in shaping the educational direction of the school.
The school's evaluation of its performance	Good. The development plan is monitored closely by the headteacher and senior staff. The headteacher is developing effective tracking and recording procedures for monitoring pupils' progress.
The strategic use of resources	Good. All grants are spent appropriately. Resources are adequate. There is a dearth of bilingual books in the school library although the parents' and children's library has a wide range of bilingual books, videos and audio cassettes.

The principles of best value are generally taken into account but the governors do not yet formally evaluate the cost effectiveness of their spending decisions.

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 teaching is good.• The behaviour is good.• Their children like school.• Their children make good progress.• The school is well led and managed.• The school is helping their children become mature and responsible.	<ul style="list-style-type: none">• The level of challenge for the higher-attaining pupils needs to be raised.

Inspectors agree with the positive comments that parents make about the school. They are pleased to note that very few parents have any criticisms about the school and that the only issue raised concerned the higher-attaining pupils with which inspectors also agree.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress

1. Pupils make good progress both in the Foundation Stage and in the infant classes. Their levels of attainment on entry to the school vary considerably but overall the assessments made using national tests when they enter indicate that their levels of attainment are well below average. When they start school in the Foundation Stage many pupils have very low skills in language, mathematics and social development. When reading books, for example, some pupils are not sure where to start reading and few know letter sounds or names. All pupils in the current Year 2 knew all the letter sounds and names by the end of Year 1. By the end of the key stage most can read satisfactorily and many achieve the expected Level 2, and this is good progress. Attainment at the higher levels is below the national average largely because of a lack of comprehension skills and the inability to draw inferences from texts. Pupils' writing skills are well below average and often poor when they start school, for example, their letter formation is weak and much of their writing is illegible. They make good progress and by the time they leave school, they achieve standards that are average when compared to similar schools, which is a considerable achievement. Progress in mathematics is slower than in reading and writing. Although pupils learn to add and subtract simple numbers, their low level language skills inhibit their ability to understand even simple problems. The school is fully aware of this difficulty and has set targets in the development plan to improve the percentage of pupils achieving both the expected Level 2 and the higher Level 3. Evidence from lessons indicates that standards are improving, for example, in Year 1 pupils were managing to calculate ten more and ten less using a hundred square. However, teachers' expectations are not high enough for the more able, if the higher levels are to be achieved.
2. The school has rightly concentrated on developing pupils' language skills. The good progress being made by most pupils, including the high proportion who are learning English as an additional language, is because of the positive action taken by the school. The decision to employ bilingual support assistants, many of whom are well qualified, has been successful in supporting pupils' learning. The implementation of intervention programmes such as early literacy support and reading recovery, and the school's strong emphasis on teaching pupils letter sounds, have enabled pupils with learning difficulties and low level language skills to be given appropriate support. Pupils with special educational needs make good progress. They are given effective and appropriate help because their individual education plans have clear and achievable targets, which teachers take into account when planning lessons.

The quality of teaching is good overall and the learning support assistants, especially those who are bilingual, provide outstanding support

3. The quality of teaching is good overall. Ninety-one per cent of lessons were satisfactory or better and of these lessons 54 per cent were good and 9 per cent were very good. Only two unsatisfactory lessons were observed and they took place in the same class. The very good lessons were well paced and provided an appropriate level of challenge to the pupils. The unsatisfactory lessons lacked pace and challenge.
4. The good teaching is appropriately supported by good long and medium term planning, which ensures that curriculum requirements are fully met. Teachers plan together effectively in year groups which ensures consistency in what is being taught in each

class. Work is generally well planned to take account of the different levels of pupils' language development and of their understanding, especially for those learning English as an additional language. However, teachers do not use their day-to-day assessments well enough to plan work for pupils with different levels of attainment. This results in some of the more able pupils not receiving an appropriate level of challenge because expectations for these particular pupils are not high enough. Pupils are managed very well and consequently develop positive attitudes to work which help them to make good progress. Teaching of the basic skills of literacy and numeracy is good and the National Literacy and Numeracy Strategies are having a positive impact on pupils' learning. Teachers are appropriately placing strong emphasis on pupils knowing their letter sounds and they spend valuable time outside the Literacy Hour on additional reading. Homework is set regularly for all pupils and this is effective and valuable in supporting their learning.

5. The way in which learning support assistants, especially those who are bilingual, are deployed is impressive. The school has invested heavily in employing a large number of these assistants. It has provided training and many are now very well qualified. They are fully included in planning and evaluating work and are always very well informed about what they are expected to do in lessons. They use their own initiative effectively, for example, by sitting next to pupils and helping them when they do not understand. They provide pupils and teachers with invaluable support both in and outside the class. They support pupils who have little understanding of English and who have weak comprehension skills, by using their mother tongue when appropriate whilst emphasizing the use and development of English language skills. They provide good links between the parents and the school where parents speak little or no English. This has been a wise investment and makes a significant contribution to the good progress being made by the pupils.

The headteacher has a clear vision for the educational development of the school and provides good leadership.

6. There is a strong and positive ethos in the school where all feel welcome. The headteacher has a clear vision for the development of the school and provides good leadership. She has a clear understanding of the strengths and weaknesses of the school and of what is required to raise standards. This is shown by the well-written school improvement plan which encapsulates the aims of the school effectively and shows a clear vision for the educational direction of the school. There are clear and challenging but achievable targets with a strong focus to raise standards within the school. The headteacher is well supported by the governors and staff. Year leaders and subject co-ordinators have well defined roles, which they undertake with dedication and enthusiasm, and are providing valuable support in helping to raise standards. The headteacher has further developed the whole school assessment procedures which are good. These enable her to track pupils' progress, set realistic targets, calculate the progress made by individual pupils and identify differences in both ethnic and gender groups. This analysis also identifies strengths and weaknesses within the curriculum, which in turn highlight training needs. The headteacher has addressed the key issues raised in the last report. Some have not been as successfully addressed as others, due to circumstances beyond the control of the school, for example, the development of the information and communication technology suite.
7. Performance management interviews are in place for all staff, who are generally committed to raising standards. The school is supported by a team of enthusiastic governors who are reasonably new to their roles. They have established a committee structure since the last inspection and now fulfill their statutory duties. Financial

planning is sound and most of the principles of best value are taken into account. However, the governors do not yet have any formalised means of evaluating the cost effectiveness of their spending decisions.

Pupils enjoy coming to school and the provision for inclusion has ensured that all are fully involved in its life and work.

8. Pupils enjoy school although some do not arrive promptly. They settle quickly into the routine of the day and work well in groups with their teacher, with their learning support assistant or when working without direct supervision. Attitudes to work are positive and most pupils take care with its presentation. They appreciate the happy atmosphere and feel secure within the positive and inclusive ethos of the school. Teachers know their pupils well and take great care to ensure that all are included in the life and work of the school. The learning support assistants, especially those who are bilingual, provide outstanding care and support for pupils who are learning English as an additional language. This ensures that no pupils feel isolated because they do not understand what they are doing. Both teachers and their assistants are always available to discuss any problems with parents.
9. The provision for social and cultural development is very good. Despite the diverse range of ethnic groups within the school, all work and play together harmoniously and there is a complete absence of racial tension and oppressive behaviour. If any incidences of such behaviour occur, they are quickly and effectively dealt with by staff and recorded. There are good and informative permanent displays of different religious beliefs which are appreciated by pupils, staff and parents. The school takes great care to celebrate all religious festivals and ensures that different cultural activities take place, for example, Malaysian dancing. Pupils are proud when they are elected by their peers to be 'Star of the Month' and many of their parents celebrate this prestigious achievement by attending the assembly when the award is presented. Group discussions often known as 'circle times', and personal social and health education sessions all help pupils develop tolerance and respect for each others' beliefs, for example in Year 2 when discussing 'who is important to you in your family'.
10. The school takes significant steps to ensure that parents are kept well informed. Bilingual staff for example, are always in the vicinity of the playground when pupils go home, in order to translate and explain notes and messages. The school holds a lot of evening meetings at times that are convenient for parents. Consequently parents feel welcome and most feel comfortable when approaching the school with a problem. Many attend the celebration assemblies that regularly take place even though it may be from a different belief to their own. The school has plans to build a community room which will further enrich links with parents and the local area.

WHAT COULD BE IMPROVED

Standards, especially for the higher-attaining pupils.

11. Standards are well below average in reading and mathematics and below average in writing when compared to all schools nationally. When compared to similar schools, standards are average in writing but below average in reading and well below average in mathematics. Taking account of pupils' very low levels of attainment when they enter school, they make good progress in reaching the standards they achieve. In reading and writing the percentage of pupils achieving the expected Level 2 is similar to the national average. However, the percentage of pupils achieving the higher Levels 2A and 3 is below the national average. In mathematics the percentage of pupils achieving the expected Level 2 is below the national average as is the percentage of those achieving the higher Levels 2A and 3.
12. The school is well aware of the need to raise standards and has set achievable targets within the school improvement plan. The headteacher has developed good tracking procedures and, when fully implemented, these will contribute positively to enable teachers to set targets for individual pupils, so that their progress can be monitored more closely. Whilst teachers plan very carefully and take account of very wide variations of pupils' levels of attainment, they do not always set the higher-attaining pupils work with an appropriate level of challenge and their expectations are too low for these pupils. Teachers do not take sufficient account of their day-to-day assessments and evaluations when planning new work.

The effectiveness of delegation and responsibilities to those in the most senior positions.

13. The headteacher is a good leader and has a clear vision for the educational development of the school. She has the full co-operation and support of her staff and governors although she has experienced difficulties when managing the delegation of responsibilities to the deputy headteacher. Despite discussing and agreeing tasks, for example, deadlines have not on occasions been met. The deputy headteacher is the assessment co-ordinator but a large part of this work has had to be undertaken by the headteacher. This has resulted in the headteacher having an unrealistic workload to ensure that tasks are completed; consequently, the working relationship between her and the deputy headteacher is not as effective as it should be. In her commitment to ensuring the smooth running of the school there is also too little delegation generally by the headteacher, for example, of day-to-day tasks such as monitoring attendance registers.

Attendance.

14. Attendance is well below the national average and the amount of unauthorized absence is well above the national average. This is largely due to families taking extended overseas holidays to visit relatives in India and Pakistan during term time. Often these holidays take place immediately prior to the national assessment tests and therefore have an impact on the standards achieved. The headteacher, who is supported by the governors, speaks to all parents taking leave in term time and points out the disadvantages to their children's education. The school works closely with the education welfare officer but does not always take full advantage of the services offered.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

15. The governors, headteacher and staff should now:

(1) Continue to raise standards by:

- raising teachers' expectations especially for the more able pupils;
- setting clear targets for pupils' expected levels of attainment;
- making effective use of day-to-day assessments so that work can be planned appropriately for pupils with different levels of attainment, especially the higher-attainers;
- continuing to develop assessment procedures so that strengths and weaknesses can be identified and the appropriate action can be taken to overcome any weaknesses.

(2) Improve the delegation of duties and responsibilities by:

- reviewing the role of the deputy headteacher and allocating and monitoring appropriate responsibilities with given criteria and clear deadlines for completion;
- assigning other responsibilities, such as monitoring attendance registers, to appropriate staff.

(3) Try to improve attendance and reduce unauthorized absence by:

- taking full advantage of the support of the local authority support services;
- becoming more rigorous in using the strategies already in place.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	11	6	2	0	0
Percentage	0	9	54	28	9	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		259
Number of full-time pupils known to be eligible for free school meals		54

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		34

English as an additional language

	No of pupils
Number of pupils with English as an additional language	229

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	20

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.3
National comparative data	5.6

School data	4.1
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	56	47	103

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	43	43	39
	Girls	39	42	40
	Total	82	85	79
Percentage of pupils at NC level 2 or above	School	80 (81)	83 (78)	77 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	41	41	43
	Girls	40	36	37
	Total	81	77	80
Percentage of pupils at NC level 2 or above	School	79 (70)	75 (81)	78 (76)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	5
Black – other	2
Indian	63
Pakistani	100
Bangladeshi	
Chinese	
White	22
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	15.6
Average class size	25.4

Education support staff: YR – Y2

Total number of education support staff	1
Total aggregate hours worked per week	32

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani	1	
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Financial information

Financial year	2000/01
	£
Total income	627847
Total expenditure	639629
Expenditure per pupil	2611
Balance brought forward from previous year	64193

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	203
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	20	6	0	0
My child is making good progress in school.	41	53	6	0	0
Behaviour in the school is good.	62	35	3	0	0
My child gets the right amount of work to do at home.	38	47	12	3	0
The teaching is good.	64	33	0	3	0
I am kept well informed about how my child is getting on.	41	50	6	3	0
I would feel comfortable about approaching the school with questions or a problem.	59	32	0	6	3
The school expects my child to work hard and achieve his or her best.	59	29	3	3	6
The school works closely with parents.	44	44	3	3	6
The school is well led and managed.	56	38	0	0	6
The school is helping my child become mature and responsible.	44	50	0	3	3
The school provides an interesting range of activities outside lessons.	21	53	6	3	18

Other issues raised by parents

The standards achieved by the higher-attaining pupils.