

INSPECTION REPORT

BROOKLAND INFANT SCHOOL

Hill Top, Hampstead Garden Suburb

London

LEA area: Barnet

Unique reference number: 101 263

Headteacher: Sheila Abbott

Reporting inspector: Ann Simpson
7420

Dates of inspection: 4th – 6th December 2000

Inspection number: 224116

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright [year of publication]

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Hill Top Hampstead Garden Suburb London
Postcode:	NW11 6EJ
Telephone number:	020 8346 6824
Fax number:	020 8343 3294
Appropriate authority:	The governing body
Name of chair of governors:	Richard Katz
Date of previous inspection:	29-4-96

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Ann Simpson	Registered inspector
Sue Pritchard	Lay inspector
Madeline Ahearne	Team inspector

The inspection contractor was:

Brent Inspection Service

Centre for Staff Development
Brentfield Road
London
NW10 8HE

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL **11**

There is strong and effective leadership which promotes good learning and supports shared values.

There is a high amount of good and very good teaching.

Standards in reading, in speaking and in listening are very high and well above national averages.

The school creates a positive ethos which fosters excellent attitudes to learning and a strong sense of community.

All pupils, whatever their learning needs are enabled to achieve and make good progress.

A rich curriculum and a stimulating environment for learning are provided.

WHAT COULD BE IMPROVED **14**

A greater number of pupils could achieve high standards in writing.

The developments which have begun to take place in information and communication technology (ICT) should be built upon and strengthened.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? 15

The school should now:

1. Increase the proportion of pupils gaining level 3 in writing by:
 - Identifying those pupils who have the potential to attain above average standards in writing.
 - Ensuring that there is explicit planning to teach higher order writing skills.
2. Strengthen the measures already undertaken to improve the teaching of information and communication technology by:
 - Continuing a programme of staff training.
 - Maximising the opportunities for pupils to use ICT in the classroom.

PART C: SCHOOL DATA AND INDICATORS

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brookland Infant School is a community school of average size with 225 pupils on roll. Of these, 60 pupils in the reception year are part time and will become full time as the year progresses. There are nine pupils receiving free school meals, which is well below the national average. The percentage of pupils speaking English as an additional language (18%) is high. The percentage of pupils identified as having special educational needs, including statements, (24%) is above the national average. Pupils come from a diversity of cultural and ethnic backgrounds with a majority (64%) from a white UK heritage. Many come from homes which are advantaged in socio-economic terms.

The school has no nursery and takes pupils from a large number of different pre-school settings, including some pupils who have only experienced a home setting. For this reason, the school takes pupils into reception year on a part time basis until they have settled and feel secure in the school environment. The youngest pupils are grouped together in one class. Attainment on entry to the reception classes is good but is below the average of other Barnet schools according to baseline assessment measures.

HOW GOOD THE SCHOOL IS

Brookland is a very good school, greatly valued by its parents and community. It serves its pupils well. The very effective leadership provided by the head teacher, deputy head teacher and the governors provides a warm, secure but stimulating environment for learning where pupils experience a rich curriculum, make good progress and attain high standards. There is good teaching and a positive and inclusive ethos. This happy and welcoming school gives pupils a very good start to their education and makes excellent links with the junior school to which most pupils will progress. The school makes good use of its resources and provides very good value for money.

What the school does well

- Strong and effective leadership promotes good learning and supports shared values.
- There is a high amount of good and very good teaching.
- Standards in reading, in speaking and in listening are high and well above the national averages.
- The school creates a positive ethos which fosters excellent attitudes to learning and develops a strong sense of community.
- All pupils, whatever their learning needs, are full and valued members of the community.
- A rich curriculum and a stimulating environment for learning are provided.

What could be improved

- A greater number of pupils could achieve high standards in writing.
- The developments which have begun to take place in information and communication technology should be built upon and strengthened.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in April 1996, it has maintained its very good quality of education and climate for learning and has tackled the areas identified for improvement in the previous report. Over the past four years it has continued to produce above average standards of attainment in the core subjects of English, mathematics and science. The governing body, working closely with the head teacher and staff has put in place appropriate whole school targets for raising standards further.

The teachers now plan carefully for pupils of all abilities in order to challenge them and extend their personal learning skills. Some, more able pupils are targeted for further group tuition to support their extended learning. Much development work has been carried out on whole school planning. There is now a consistent and comprehensive framework which enables all pupils to make clear progress in their learning. The roles of subject leaders have been clarified and a new emphasis has been placed on their responsibility for monitoring and evaluating standards. The quality of subject leadership is very good and is having an impact on standards and quality in the classroom. Teachers are developing good subject knowledge and receive valuable feedback on their work on which they can reflect in order to improve. The school has good systems in place for tracking pupils' progress and achievement. This is well used to shape the planning and the curriculum experiences of those pupils. Teachers employ a range of assessment strategies, such as marking, feedback, questioning and individual target setting, and they know their pupils well.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	A	A	A
Writing	A	A	A	B
Mathematics	A	A	A	B

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

On entry to the reception classes, pupils achieve well in speaking and listening and many have good personal and social skills but the results of the local baseline assessments show that attainment on entry is below the Barnet average. However by the age of seven, standards in reading are well above average in comparison to schools with similar intakes, and standards are above average in writing and mathematics. Standards in relation to national scores are well above average. The performance of boys in reading and in mathematics is very high in relation to the national results. There is no significant difference between scores for boys and for girls. Standards in writing are good overall but fewer pupils attain the higher levels than might be expected and in this respect the school does less well in comparison to similar schools than in other areas of learning. Over the past four years, pupils' performance has improved overall in line with the national trends.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their learning. They are keen to succeed. They concentrate well and are responsive and enthusiastic.
Behaviour, in and out of classrooms	Behaviour in lessons is good. Pupils show that they can exercise a good level of self discipline and conduct is good in and around the school.
Personal development and relationships	The pupils show a very good level of personal responsibility and use their initiative well. Relationships throughout the school are very good.
Attendance	The attendance of the pupils has improved to a rate in line with that achieved in similar schools. Fewer holidays are now taken in term time. The punctuality of pupils is satisfactory but the number of late arrivals rises steeply when traffic problems in the area are at their worst.

TEACHING AND LEARNING

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

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 school has an experienced and well trained staff. There is no unsatisfactory teaching. The teaching of English, mathematics and science is all satisfactory or better, with 78% being good, very good or excellent. Teaching is particularly strong in the basic skills and both the National Literacy Strategy and the National Numeracy Strategy are well in place in the school and having a positive impact on standards. Teachers plan well for the needs of all pupils including those with special needs and those who are capable of high attainment, though there are some gaps in planning for progress in writing. As a result of the good teaching and because of the excellent attitudes to learning which pupils bring to school, the quality of learning is good across the curriculum with particular strengths in reading, speaking and listening.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum provides a breadth of experience for all pupils with an appropriate emphasis on the creative arts as well as on the basic skills of literacy and numeracy. Planning is based on national guidelines and is detailed and thorough.
Provision for pupils with special educational needs	Provision is good within the classroom. Teachers' planning and the effective use of good quality support staff ensure that pupils with special educational needs can take a full part in lessons and make good progress.
Provision for pupils with English as an additional language	Pupils with English as an additional language are clearly identified, well supported and make very good progress within the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall, with significant strengths in social development. The good ethos and clear codes of behaviour ensure that pupils develop sound understanding of social and moral responsibilities. Pupils at Brookland are well prepared for community life.
How well the school cares for its pupils	The school demonstrates very good care and concern for all its pupils. Procedures for ensuring health and safety are good, as are those for child protection. Teachers assess pupils' achievements and keep detailed records of their findings. They use the information to plan appropriate next steps in pupils' learning. Staff provide good role models and have strong, caring values. The pupils learn to respect themselves and others.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides excellent leadership for the school. The clarity of her educational views and her personal convictions carry the staff, parents and community with her. With her deputy and senior staff, she creates a shared commitment to improvement which is highly effective in meeting the needs of her pupils.
How well the governors fulfil their responsibilities	The governors organise themselves well and fulfil all their statutory responsibilities. They are active in supporting the school and particularly effective in promoting links with the Junior school.
The school's evaluation of its performance	Very effective procedures are in place for monitoring all aspects of the school's work. The head teacher is both reflective and critical in her evaluation of standards and quality. With the deputy head and the governors, she is appropriately involved in the collection and analysis of school performance data which is used to set challenging targets.
The strategic use of resources	The school development plan is good and resources are efficiently targeted to ensure school improvement. The school takes account of best value practice and provides very good value for money.

The leadership and management of the school are efficient on a day to day basis, and the school runs smoothly as an organisation. Over and above this, however, it functions well as a community of committed professionals, with the full support of the parent body, for the good of the pupils it serves. The leadership is sensitive, responsive and determined and ensures that the school's values are reflected in all its work. The key focus is on learning and achievement in a community in which all pupils are included as equal members. Resources, both human and financial are well managed to achieve the aims of the school 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"> • Their children are happy at school. • The teaching is good. • The school is well led and managed. • Behaviour in the school is good. • Standards are good and pupils work hard within their own level. • The school places good emphasis on settling young pupils in. • There is an extraordinary sense of community • Pupils with special educational needs are well integrated. • Parents receive lots of information and find the school approachable. 	<ul style="list-style-type: none"> • A small minority would like more homework. • A small number of parents felt that their help was not being used.

The inspection team confirms the parents' views about the school's good qualities. As regards homework, pupils take home books to read, and mathematics tasks are set for parents to assist their children. This is appropriate for the age of the pupils. Given the rich curriculum available in school time, there is no need for extra, formal homework. The inspection team saw evidence of many parents working in and for the school. The school willingly exploits opportunities for parents to be involved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is strong and effective leadership which promotes learning and which supports shared values.

1. The head teacher provides a clear sense of direction for the school. She is closely involved with the pupils and models very positive attitudes and relationships. Her insistence on the achievement of high standards is evident in the school documentation, in the standards of display around the buildings and in the emphasis she puts on personal and social education. She monitors the work in classes regularly and gives formative feedback to staff. She provides support and training to induct new staff into the established team. Overall the head teacher creates a tangible sense of shared purpose within the school based on mutual respect and high expectation. Pupils, staff and parents respond positively to this.
2. The deputy head teacher and the senior staff have led effective developments in assessment practice and in the curriculum. Their careful planning and evaluation promote high standards of attainment as well as good teaching and learning.
3. The governing body values and supports the work of the head teacher and staff. The school development plan is comprehensive and well focused. It is based on thorough consultation and is well supported by financial allocation. Links with the Junior school are strong, with shared membership of the governing body and many joint items at meetings. This helps to ensure a continuous and consistent approach to teaching and learning throughout the pupils' primary education.

There is a high amount of good and very good teaching.

4. During the inspection, three quarters of the teaching seen was good or very good and some of this was excellent. There was no unsatisfactory teaching. Teachers are secure in their knowledge of the subjects they are teaching. They plan according to the agreed schemes of work, paying attention to pupils' individual needs. They use their subject knowledge to plan purposeful activities and their instructions, explanations and questions are clear. Lessons take place at a good pace and pupils are expected to move swiftly and efficiently from one activity to the next. There are high expectations of how pupils will respond and behave in class and these are fulfilled. For example, in a design and technology lesson, the teacher's questioning – "How will you make it?" "What will you use for wings?" leads the pupils forward in a constructive way and engages their interest. The teacher is skilled at getting pupils to select materials and designs that are appropriate, even within a large class where all are engaged in busy activity. In a music lesson, the insistence on careful listening to recorded music is backed up by physical activity –conducting- and reinforced by the teachers' expressive interpretation. This produces high standards of listening and concentration among very young children.
5. Teachers use assessment to inform their teaching and work co-operatively with support staff to build up a detailed picture of what pupils know, can do and understand. This results in carefully planned activities for pupils of different capabilities or at different stages of their learning.

6. A feature of the good teaching is the way in which some pupils with special educational needs are successfully included in the mainstream education. Teachers create very good relationships which foster a sense of the class community. Activities are carefully focused to include rather than to exclude. For example, the provision of simple practical apparatus and one to one attention from a classroom assistant enable a child with learning disabilities to take part in a mathematics activity with his peers.
7. The basic skills of literacy and numeracy are well taught. The national strategies are well embedded in the practice of the school and pupils make good progress, achieving high standards at the end of Year 2.

Standards in reading, in speaking and in listening are very high and well above national averages.

8. Pupils achieve very high standards in reading and in speaking and listening throughout the school as a result of the good teaching they receive and the attention to their individual needs.
9. Pupils are introduced to a wide range of attractive books and stories from the start of the reception year. The school is a welcoming environment for learning to read. Books are displayed everywhere. Language, in the form of instructions, labels and comments is visible around the school. Pupils' own books, poems and writing are given importance and well displayed. Literacy is at the heart of the school's curriculum and in consequence pupils soon learn to read for information and for pleasure. In the reception classes, pupils delight in familiar rhymes and in joining in the repetition of words and phrases from familiar books. In Year 1 pupils can discuss the events of a story and make predictions as to what will happen next. They ask questions about plot and character and relate text and pictures well. In Year 2 pupils dissect words and sentences and explore spelling patterns and grammatical structure. The teaching of phonics is very good and helps pupils to be confident in tackling new and unknown words.
10. Throughout the school pupils are articulate and able to express themselves clearly in speech. Even the youngest pupils are able to discuss and explain their work, using a wide range of vocabulary. They talk freely to adults and to each other. Teachers are skilled at promoting good standards of speaking and listening. They use the whole class sessions at the start and end of the literacy and numeracy lessons to encourage pupils to explain their reasoning or describe their work, giving them the opportunity to develop more extended and complex speech patterns. Pupils are unafraid of speaking to the whole class and teachers direct such speech effectively. Similarly pupils are expected to listen to one another and to the teacher. They are set high expectations for concentration and listening skills. Teachers remind pupils why this is important and reinforce good listening behaviour with positive feedback and good role models.

The school creates a positive ethos which fosters excellent attitudes to learning and a strong sense of community.

11. The leadership of the school ensures that the values of co-operation, respect for others and the belief in excellence for all underpin the daily life of the school. These are exemplified in the excellent relationships which exist. Teachers are welcoming to pupils, parents and visitors alike. There is a genuine sense of enjoyment of the daily

work. The head teacher is available to all who need her and ensures that no-one feels marginalised or excluded.

12. The impact of the school's values is seen in the way pupils approach their learning. They are curious, eager to engage in new tasks and unafraid of "getting it wrong". They work well together in pairs and groups and demonstrate a sense of care for the more vulnerable members of the school.
13. Underpinning the daily life of the school are effective systems of care for the pupils, - clear child protection procedures, good welfare arrangements and sound management of health and safety issues.
14. Links with parents are good. The school provides parents with a range of information and also organises meetings about how the curriculum is taught. There are formal parental consultation meetings each term. Parents feel welcome in the school and know they can approach the teachers to discuss their child's progress. In their turn parents support the school through fund raising and social activities.
15. Parents commented that their children come out of school "exploding with knowledge" and eager to discuss the excitement of their learning.

All pupils, whatever their learning needs are enabled to achieve and make progress.

16. Lessons are planned to include all pupils, from those who have special educational needs to those who are more gifted. Support from skilled and experienced classroom assistants is well focused and unobtrusive. Through their management of the class and the provision of suitable activities class teachers ensure that all pupils make appropriate progress.
17. Pupils who are learning English as an additional language are effectively supported in the early stages of learning English through extra attention within the classroom. They quickly acquire new skills and make rapid gains in their ability to communicate and learn.
18. Special needs provision is well co-ordinated throughout the school and there is good understanding of the range of needs which pupils present. Careful records are kept, assessments made and appropriate individual targets set. At all times, parents are kept informed of the arrangements for their children. Where external advice and expertise is necessary, this is appropriately sought. All pupils are seen to be full and valued members of the school community.

A rich curriculum and a stimulating environment for learning are provided.

19. The school offers a broad and varied curriculum which includes the statutory National Curriculum but moves beyond it. From the time when the pupils first enter the school, very careful thought is given to the needs of pupils at the Foundation Stage. Through well planned play activities combined with focused work in the basic skills of sound, letter and number recognition, pupils learn very well and settle quickly into school routines. The curriculum is carefully tailored to individual needs and the length of the school day is increased as pupils become more used to the school environment.
20. Art, design and music are strengths of the school. There is an abundance of high quality painting, sketching, collage and model making which demonstrates the careful nurturing of children's creativity. Music is well taught and the school choir sings in

assemblies with clarity and good intonation. There is evident enjoyment of musical activities. Pupils sing enthusiastically and are able to repeat or invent rhythms using simple percussion instruments. They have the opportunity to listen to music and to give a personal response.

21. Other activities enrich the work in class. The school benefits from its own swimming pool and pupils talk with excitement about learning to swim. Visits and visitors enhance their experiences in history and geography. Projects, such as the creation of "Rob's Garden" bring staff, Pupils and parents together and deepen the sense of community.
22. Social and moral development is strong, and there are many opportunities for pupils to develop personal responsibility and independence. For example, school monitors ensure that anyone sitting on the "friendship seat" in the playground will be taken care of.

WHAT COULD BE IMPROVED

A greater number of pupils could achieve high standards in writing.

23. In comparison with national averages, the school achieves good standards in writing, with % of pupils attaining level 2 or more in the Year 2 tests. % attain level 3, which is higher than the expected standard for pupils aged 7. However, in comparison with the same pupils' achievements in reading and with the standards achieved by similar schools, there is less good or very good writing in the school. Pupils write simple stories fluently. They know how to create interesting beginnings and endings. They create and sustain interest. For those pupils of higher ability there is not yet sufficient support in the writing of more complex sentences, or in creating and developing exciting characterisation. The writing of non-fiction accounts, reports, reviews etc. is not developed as far as it might be. Hand writing is generally clear and well presented, though few pupils are yet achieving a mature style.

24. The school is aware of the need to improve standards in this area and is putting into place effective strategies.

The developments which have begun to take place in information and communication technology (ICT) should be built upon and strengthened.

25. There has been a considerable improvement in the number of computers available for pupils to use and staff have had some training in the use of ICT within the classroom. Many pupils are using simple programmes to support the learning of literacy or mathematics, but the enormous potential of technology to aid learning is not yet being fully exploited, and computers are not used as widely as they could be.
26. The school is taking steps to improve the confidence and expertise of the teachers through good subject leadership, but this needs to be accelerated. A wider range of software could be used in classrooms and skills such as could be more explicitly taught.
27. Year 2 currently use the Junior school facilities for focused ICT lessons once a week and this is a good sharing of resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The school should now:

- (1) Increase the proportion of pupils gaining level 3 in writing by:
 - Identifying those pupils who have the potential to attain well in writing,
 - Ensuring that there is explicit planning to cater for the higher order writing skills.

- (2) Strengthen the measures already undertaken to improve the teaching of information and communication technology by;
 - Continuing a programme of staff training,
 - Maximising the opportunities for pupils to use ICT in the classroom.

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	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	35	31	23	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	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	225
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – 2
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	45

English as an additional language	No of pupils
Number of pupils with English as an additional language	82

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.03
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
	1999	44	45	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	42	43
	Girls	43	43	40
	Total	87	85	83
Percentage of pupils at NC level 2 or above	School	98	96	93
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	43	43	44
	Girls	44	39	44
	Total	87	82	88
Percentage of pupils at NC level 2 or above	School	98	92	99
	National	82	86	87

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
	[]	[]	[]	[]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 4 or above	School	[] ([])	[] ([])	[] ([])
	National	[] ([])	[] ([])	[] ([])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 4 or above	School	[] ([])	[] ([])	[] ([])
	National	[] ([])	[] ([])	[] ([])

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	6
Black – other	1
Indian	8
Pakistani	2
Bangladeshi	0
Chinese	3
White	123
Any other minority ethnic group	39

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: Y[] – Y[]

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	20
Average class size	30

Education support staff: Y[] – Y[]

Total number of education support staff	9
Total aggregate hours worked per week	151

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	1999/00
----------------	---------

	£
Total income	590074
Total expenditure	583940
Expenditure per pupil	2163
Balance brought forward from previous year	12148
Balance carried forward to next year	18282

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	225
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	57	38	0	0	4
Behaviour in the school is good.	68	28	0	0	1
My child gets the right amount of work to do at home.	43	34	9	0	3
The teaching is good.	72	27	0	0	1
I am kept well informed about how my child is getting on.	43	47	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	64	31	5	0	0
The school expects my child to work hard and achieve his or her best.	65	28	4	0	3
The school works closely with parents.	69	20	8	1	0
The school is well led and managed.	89	11	0	0	0
The school is helping my child become mature and responsible.	82	16	0	0	1
The school provides an interesting range of activities outside lessons.	54	27	8	0	0