

INSPECTION REPORT

WINKLEBURY INFANT SCHOOL

Winklebury, Basingstoke

LEA area: Hampshire

Unique reference number: 115971

Headteacher: Mrs Sue Reid

Reporting inspector: Mrs Sue Chesters

23196

Dates of inspection: 2nd – 3rd October, 2000

Inspection number: 224252

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

School category: Community

Age range of pupils: 4 - 7

Gender of pupils: Mixed

School address: Willoughby Way
Basingstoke
Hampshire

Postcode: RG23 8AF

Telephone number: 01256 325303

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Cathy Hunsley

Date of previous inspection: 5th February, 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Winklebury Infant School is a community school that is situated in a large estate on the outskirts of Basingstoke. It is a popular school and for some years the roll has been increasing. The majority of pupils come from the immediate area, although a few come from further - afield from the neighbouring estate and from Basingstoke. There are one hundred and sixty five pupils on roll: 78 boys and 87 girls. The age range of the pupils is four to seven. The majority of pupils are of white ethnic origin. Three pupils speak English as an additional language. This is low in comparison with the national picture. The percentage of pupils who are eligible for free school meals (17) is broadly average. The percentage of pupils on the school's register of special educational needs (44) is well above the national average. It includes only one pupil with a statement of special educational needs, which is below the national average. Attainment on entry to the reception at the age four is below what is expected for the age group. The school strives to be, and succeeds in being a warm, welcoming and friendly place. The circumstances of the school are similar to those at the time of the last inspection.

HOW GOOD THE SCHOOL IS

This is a very effective school. Deservedly, it has Beacon School status because it meets the needs of all of its pupils well. Since 1997, the standards achieved by most of the seven year olds in reading, writing and mathematics have been consistently well above the national average. During the three years in which pupils attend the school, they learn rapidly and progress from levels of attainment below average to well above average. The pupils with special educational needs make good progress and often achieve well above the targets set through their individual education plans. The school achieves these very high standards because it is very well led and managed and because the quality of teaching is very good. It gives very good value for money.

What the school does well

- It achieves very high standards because it sets appropriately challenging targets for all of the pupils.
- Teachers teach the pupils very well enabling all groups to learn very well. Consequently, the pupils make rapid progress whatever their aptitude.
- The school is very well led and managed, promoting high standards for all pupils.
- It has a very good curriculum that provides a wide and relevant range of opportunities for all pupils.

What could be improved

- Standards in information and communication technology.
 - Writing at level 3 to bring standards closer to those being achieved in reading at this higher level.
- The suggested improvements in these two areas are marginal because the school is already starting from a high level.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvement since the last inspection. Since that inspection in 1996 it has become a Beacon School. It has maintained good standards in all subjects, addressing very well the issue raised at the time of the last report. There are now very good monitoring systems in place. The school analyses and tracks very effectively the progress that pupils make as they move through the school. Parents are now even more involved in school and help with their children's learning. They speak very highly of the school.

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	A
Mathematics	A	A	A	A

Key

well above average A

above average B

average C

below average D

well below average E

This is a high achieving school. An average of 95 per cent of pupils regularly reach level 2 or above in reading, writing, mathematics and science. Over one third of pupils consistently reach level 3, in reading, mathematics and science. This is higher than the national average. Ninety one per cent of parents who responded to the questionnaire considered that their children make good progress. This is borne out by the grades in the table above. Compared with similar schools, the pupils' results in reading, writing and mathematics are well above average. The trend in standards has steadily risen since 1996 and this trend is being maintained. The school has targeted writing as an area for improvement. This is because, last year, more pupils reach level 3 in reading than in writing. The school has high expectations for all of its pupils and sets appropriately challenging targets for them. This begins as early as in the reception classes. Pupils of all abilities make very good progress towards their targets. The school monitors this progress carefully and adjusts targets in light of the progress made. Boys and girls, and pupils of different ethnic groups, generally do equally well. However, taking the last four years together, the trend is that the boys' performance is very high in reading and mathematics, surpassing the girls achievement, which itself is well above average. The standards that the pupils reach in science are above average, with 96 per cent achieving the expected level 2. In fact, the percentage reaching the higher level 3 (32) is well above the national average. During the inspection, the pupils were seen to be achieving high standards in all subjects across the curriculum. Particularly so in music, art and design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils work very well and enjoy the opportunities provided for them.
Behaviour, in and out of classrooms	Very good. The school expects high standards, both in the classroom and about the school. The pupils respond accordingly.
Personal development and relationships	Very good. The pupils develop their social skills very well. They enjoy the responsibilities offered to them. Relationships, throughout the school, are very good.
Attendance	Good. Pupils enjoy coming to school and arrive punctually. No pupils have been permanently excluded from the school.

Parents say their children like coming to school. The pupils themselves say that they enjoy school and have fun learning. This positive attitude and the very good behaviour means that lessons can include practical activities that fire the pupils' imaginations. They become very involved in their work and learn with enthusiasm. The school provides many opportunities for the pupils to take responsibility for routine jobs. The pupils regularly fetch the registers and return them to the office. They organise their own equipment in the classrooms. They co-operate very well in small groups and often discuss their work with a partner, as part of the lesson. This makes them responsible members of the school community and they develop well as mature, well-balanced individuals.

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 quality of the teaching is inspiring and learning is very good. Five per cent of teaching was excellent. Sixty-five per cent was very good. Twenty per cent was good. Ten per cent was satisfactory. This was across the school. All literacy lessons were very well taught. Excellence was seen in the teaching of science. The standard of teaching is even better than at the time of the last inspection. Teachers know and understand their pupils very well and have very high expectations of them. They expect that pupils will behave very well and will achieve highly. The pupils respond positively to this and consequently learn well, meeting the challenges that the teachers set them. All staff work very effectively as a team. There is a generous allocation of very good quality support staff who are very effective in enabling the pupils to learn. This is notably so in the case of pupils with special educational needs. Teachers plan and organise lessons very effectively. They assess pupils very effectively and use the information gathered to adjust targets for individual pupils immediately. This makes for very efficient learning. Teachers teach the basic skills needed to succeed in literacy, numeracy and science, very well. As a result, pupils learn rapidly and use the skills that they acquire, very effectively, to move on quickly to the next stage in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum for the children in the Foundation Stage is very good. All subjects of the National Curriculum and religious education are given appropriate time allocation. The curriculum caters very well for all of the pupils and provides a wide and relevant range of opportunities. The quality of the individual target setting, and its effect on planning, means that virtually every pupil has their own individual educational plan.
Provision for pupils with special educational needs	Very good. This is a strength of the school. Individual needs are very well met. Pupils receive very good provision both in lessons and when they are withdrawn for extra help. All pupils with special educational needs take a full part in school life. Support assistants make a very effective contribution to this provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects of spiritual, moral, social and cultural development contribute very well to the pupils' personal development. Extra curricular activities, visits and visitors enhance and enrich the pupils' experiences.
How well the school cares for its pupils	The school is a very caring community and looks after its pupils very well.

The high quality of curricular provision is characterised by the breadth of opportunities offered to pupils and the relevance of lessons to the pupils' interests and aptitudes. It also promotes initiative, self-confidence and self-discipline allowing the pupils to become independent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well managed by the headteacher and the key staff, promoting high standards for all pupils. The headteacher gives very clear educational direction to the work of the school. She leads with gentle directness, determined that the school will become even more successful. Staff, governors, parents and pupils operate as a very effective team.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities fully. They are well informed about the school's work and support the headteacher well.
The school's evaluation of its performance	The school monitors and evaluates its performance excellently and takes the most appropriate action to ensure the continued success of the school. This promotes very high standards and very effective learning.
The strategic use of resources	Staff, accommodation, funding and time are utilised excellently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a few parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school and they behave well. • Their children are expected to work hard and they make good progress. • The teaching is good. • The school is well led and managed. • They are well informed about the progress that their children make. • The school helps their children to become mature and responsible. • The school works closely with them and they feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Eleven parents attended the meeting with the registered inspector prior to the inspection and 34 questionnaires were returned. The inspectors endorse the very positive comments of parents about the school. The headteacher has worked very hard to improve the school's partnership with its parents and has succeeded. Inspectors judge that the range of activities outside lessons is appropriate to the age group. Educational visits and visitors to the school enhance and enrich children's experiences and are valuable additions to the curriculum provided.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It achieves very high standards because it sets appropriately challenging targets for all of the pupils.

1. Staff have high expectations of all the pupils; the school is very well led and managed; the quality of teaching and learning is very good. As a result of all of these factors, the pupils achieve very high standards.
2. Most children begin school with levels of attainment lower than that expected. This is verified by the assessments carried out at the start the Foundation Stage. They make rapid progress in their first year at school and by the end of the year, the majority reach or exceed the early learning goals of the six areas of the children's learning. This represents very good learning and a very good pace. It indicates how well children in school are achieving.
3. In 1999, 43 per cent of seven year olds reached level 3 in reading and 30 per cent reached the same level in mathematics. Level 3 is higher than the nationally expected level for pupils aged seven. These high standards are the result of the high quality learning that has taken place during the two years in which pupils were in Key Stage 1. It represents learning that exceeds the national average. This level of learning has been maintained over the last four years and results in the 2000 tests show a similar picture.
4. Forty three per cent of the seven year olds who left the school in July 2000 were able to read at the standard expected of a child aged nine. Nationally, an average of 29 per cent of pupils in each school reaches this level. Last year, in writing, 11 per cent reached this standard. This is not as high as in reading but is above the national average. In mathematics, 30 per cent reached a similar level and the teacher assessments of science showed that 32 per cent achieved level 3. These results show above average standards.
5. These good standards are not just confined to the core subjects of English, mathematics and science. Good standards were seen in other subjects during the inspection. For instance, in music, art and design and technology. Pupils information and communication technology skills are good both in the Foundation Stage and Key Stage 1, although they are generally under used and a focus for development. These high standards show that both boys and girls at this school do better than boys and girls nationally.

Teachers teach the pupils very well enabling all groups to learn very well. Consequently, the pupils make rapid progress whatever their aptitude.

6. The school has successful policies for teaching and learning. The school has high expectations and monitors the effectiveness of the teaching and learning very carefully. The success of the teaching is interwoven with the success seen in all aspects of school life. The very effective leadership, the very good curricular provision and the very efficient way in which the school cares for all of its pupils and works with its parents are factors which contribute to the achievement of high standards by all groups of pupils.
7. At this school, the teaching is consistently very effective, in all year groups and in all subjects. This is because of the teachers' high expectations of success, their good subject knowledge and their ability to communicate this knowledge and expertise to their

pupils. The meticulous care that is taken to assess and monitor pupils' attainment and progress means that the teachers prepare work which challenges all pupils at an appropriate level.

8. The teachers are able to maintain this level of high quality teaching because they have very good planning systems. They plan lessons by carefully setting high but achievable targets. These state clearly what it is that they want each pupil to learn in each session. This and the most efficient manner in which way teachers prepare and organise their stimulating classrooms, results in lessons where pupils learn rapidly. Another important feature contributing to the successful teaching is the very effective way in which the generous number of high quality support staff help the pupils. All adults work as a very efficient, effective team. Interaction with the pupils is seamless and consistent. All staff act as very good role models for the pupils and relationships between staff are exemplary.
9. The teachers work hard to ensure that all their pupils learn quickly, irrespective of age, gender, ability or background. To ensure good rates of progress for all, they identify precisely where their pupils are, in terms of expected achievement, and plan specifically what the pupils need to learn next. This keeps the pace of learning brisk. They plan lessons, aiming at maximum achievement. They share the targets for the lesson with the pupils. This means that pupils understand clearly what they have to do and why. Literacy and numeracy are taught very well and teachers encourage pupils to use the skills which they have learned in other subjects.
10. High expectation, good subject knowledge and challenging learning objectives that the pupils understand, result in the pupils being inspired and enthused by their lessons. They respond eagerly and enjoy the activities provided for them. In an excellent science lesson, pupils were excited about working practically and perceived how a ramp, set at different angles, would affect the speed of a wheeled vehicle. They learned very quickly, and with great enthusiasm, because they understood what they were to do and why. The very good quality teaching which results in this very good learning and rapid progress of all groups of pupils, is a direct result of the way in which all staff work together and the way in which the school is led and managed.

The school is very well led and managed, promoting high standards for all pupils.

11. The previous report stated that the school was 'very efficiently managed' and that the headteacher provided high quality leadership'. These high standards have been maintained and developed by the new headteacher. She has imprinted her own style of management on the school. She has a clear vision for the future success of the school and leads in a very professional, gentle - but determined - way. The deputy headteacher supports her very well. Their styles of leadership and management complement each other well and together they make a very effective team. They constantly strive to ensure that the school provides good quality education for all pupils. The extremely dedicated and hard-working staff fully supports them in all of their work, as do the very supportive governing body.
12. The systems used to monitor and evaluate all of the work of the school, are excellent. They ensure that the school meets its aims. The school is indeed a warm, welcoming and friendly place, which meets its expectations of high standards. It aims to please aesthetically. The accommodation is maintained to a very high standard of cleanliness and is a credit to the caretaking and cleaning staff. This, together with the stimulating classrooms, delightful displays in all areas and cheerful decoration throughout the school, ensure that the school is a pleasing place in which to be. It provides an

exceptionally stimulating environment for the pupils and they respond to this, with great enthusiasm, enjoyment and excitement, by learning very well.

13. The school makes outstandingly good use of its resources, including specific grants and other funding. It has a higher than average special educational needs register and uses funding allocated to this area very prudently. It targets funds, to ensure that a generous amount of very good quality support staff is available to work with pupils on the register, making sure that their needs are met. This results in these pupils making good progress and attaining standards higher than might be expected of them taking into account their baseline attainment. Similarly, the school places great importance on staff in-service training and induction training for new and newly qualified staff. It uses funding very efficiently to support this important area of development and again this is reflected in the subsequent high quality teaching. Thus the very good leadership and management of the school ensures, through most effective financial planning, that it can uphold its aims and maintain its high standards.

It has a very good curriculum that provides a wide and relevant range of opportunities for all pupils.

14. The quality and range of learning opportunities, provided for the children in the Foundation Stage and the pupils in Key Stage 1, are very good. They are also very good for the pupils' personal development through the school's spiritual, moral, social and cultural provision. The school believes in an holistic approach to each pupils' development and places great emphasis on each pupil growing up into a mature and well-balanced person. Teachers work hard to provide a wide range of exciting activities, designed to stimulate pupils' imaginations and to develop them as a independent, self-disciplined people. The curriculum is very practical and one in which pupils can become actively involved and take charge of their own learning.
15. All subjects of the National Curriculum and religious education are taught as discreet subjects. However, extremely good cross-curricular links are made so that pupils use skills learned in one subject to further their knowledge and understanding in another. For example, pupils use their knowledge of sequencing, learned from shape and pattern work in mathematics, to programme a robotic toy or to list instructions for a school trip. They comfortably adapt the skills needed to complete the task in hand.
16. To complement the National Curriculum subjects, the school provides a very well planned and organised programme of personal, social and health education. This, working alongside and linked with other subjects, provides a very good basis for pupils' personal development. Moral issues are clearly taught and are supported through the very good behaviour policy. Teachers constantly and consistently praise and reward pupils for good behaviour and good work. Equally, whilst pupils enjoy and respond well to this, they know when they have done wrong they will incur the school's sanctions. Pupils are encouraged to make their own decisions and develop independence; for instance, they decide when they need to go to the library and change their books.
17. The curriculum provided for pupils on the register of special needs is most appropriate and meets their needs very well. The school is quick to recognise needs as they arise because of the very thorough and efficient assessment procedures it uses. It has very good diagnostic systems and, through these, matches work very well to pupils' needs. Teachers guided by the special educational needs co-ordinator prepare very good individual educational plans. They monitor these carefully and frequently and renew targets regularly, thus ensuring pupils make the best possible progress. The quality of the individual target setting, and its effect on the way teachers plan, means that virtually

every pupil has their own individual educational plan. It also means that the needs of the pupils with special educational needs are met particularly well.

WHAT COULD BE IMPROVED

Standards in information and communication technology.

18. Although standards in information and communication technology are above national expectations, they are still lower than the pupils achieve in other subjects. Until recently the school had limited resources, and staff had had insufficient training, to challenge and extend pupils' skills adequately. The school has recognised this and it is now identified in the school improvement document as a priority. There is a rolling programme in place to increase hardware and software in all classrooms. This, together with planned staff training, gives a high emphasis to the subject and enable the school to concentrate on raising standards.
19. All classrooms now have at least two computers of varying age and reliability and pupils use them regularly. They have opportunities to use a variety of software to carry out a variety of functions. For example, they draw on word processing packages to write stories and poems; Year 2 pupils write limericks using their keyboard skills. They also move objects around the screen using the mouse. This, and their ability to use a wide range of learning re-enforcement programmes to practise what they have learned in other subjects, gives all pupils experience of exploring aspects of the real and the imaginary world. By seven, pupils are also adept at programming a 'roamer' and know how to amend a sequence of instructions to change a shape or pattern. As a result of these curricular experiences, they learn successfully and exceed the expectations for the age. The school plans to extend these opportunities and has set good targets to improve the subject and raise standards.

Writing at level 3 to bring standards closer to those being achieved in reading at this higher level.

20. In 1999 the percentage of pupils reaching level 2, or above, in reading and writing was above 90 per cent and well above the national average in both subjects. However, the percentage reaching the higher level 3 in writing was significantly below that for pupils reaching the standard in reading. Forty three per cent of pupils reached level 3 in reading but only 11 per cent achieved level 3 in writing. This has been a similar pattern over the last four years and follows the national trend. However, the school has recognised the discrepancy and has focussed on writing as an issue for improvement.
21. The very tight assessment procedures and the way in which teachers monitor the pupils' progress enable them to identify groups and to target individuals in order to ensure that they reach their potential. The leadership and management of the school have targeted improvement in standards of writing as a priority and have supported this move by financing additional support for extended writing sessions in Years 1 and 2. This, together with a strong focus on extending the pupils' vocabulary and encouraging pupils to use a wider vocabulary in the speaking and listening sessions, is already having a positive impact on the writing standards. Teachers constantly encourage pupils to write at length and with feeling. They use extended writing lessons specifically to teach writing skills and to encourage pupils to write fluently. They use literacy lessons to teach the grammar, spelling and punctuation that are the necessary supports for good writing. The school intends to continue to focus on the improvement in writing skills and to narrow the gap between the levels of attainment in writing and reading.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The governors, headteacher and staff should

- (1) Raise standards in information and communication technology, still further, by developing the planned focus to:
 - a) improve the skills of teachers through in-service training;
 - b) teach pupils the skills that they need to use information and communication technology as a tool in other subjects.*(Paragraphs 18 and 19)*
- (2) Raise standards in writing, even further, by;
 - a) developing the existing focus on extended writing so that, at the age of seven, pupils achieve standards in writing closer to those achieved in reading.*(Paragraphs 20 and 21)*

* Both of these issues have already been identified as priorities in the school's improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	65	20	10			

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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		165
Number of full-time pupils eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs		YR – Y2
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		57

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	20	27	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	25	26	25
	Total	44	45	45
Percentage of pupils at NC level 2 or above	School	94 (98)	96 (94)	96 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	25	25	25
	Total	44	45	45
Percentage of pupils at NC level 2 or above	School	94 (98)	96 (95)	96 (98)
	National	82 (81)	86 (85)	87 (84)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	100
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
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.

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	21.6
Average class size	27

Education support staff: Y[] – Y[]

Total number of education support staff	9
Total aggregate hours worked per week	185

Financial information

Financial year	1999/00
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	£
Total income	364943
Total expenditure	348859
Expenditure per pupil	2223
Balance brought forward from previous year	-1054
Balance carried forward to next year	15030

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	162
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.	59	38	3	0	0
My child is making good progress in school.	53	38	3	3	3
Behaviour in the school is good.	38	53	3	0	6
My child gets the right amount of work to do at home.	41	47	6	3	3
The teaching is good.	74	24	2	0	0
I am kept well informed about how my child is getting on.	65	32	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	12	3	3	0
The school expects my child to work hard and achieve his or her best.	65	32	0	3	0
The school works closely with parents.	53	29	6	6	6
The school is well led and managed.	53	41	0	3	3
The school is helping my child become mature and responsible.	53	41	0	3	3
The school provides an interesting range of activities outside lessons.	26	26	18	6	24

Other issues raised by parents

The school works very well in partnership with parents. Parents, at the meeting and through the questionnaires, expressed most positive feelings about the school.