

INSPECTION REPORT

PETERBROOK PRIMARY SCHOOL

Solihull

LEA area: Solihull

Unique reference number: 104075

Headteacher: Mr E J C Carter

Reporting inspector: Mr Paul Edwards
21069

Dates of inspection: 21st – 22nd November 2000

Inspection number: 224582

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: High Street
Solihull Lodge
Shirley
Solihull
West Midlands

Postcode: B90 1HR

Telephone number: 0121 430 2545

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Alan Hipkiss

Date of previous inspection: 13th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school, which is situated in Solihull Lodge, is a popular school and is frequently over-subscribed. There are currently 483 pupils on roll. Ninety three per cent of the pupils are from white ethnic backgrounds, and no pupils are at an early stage of learning English. Twelve per cent of the pupils are eligible for free school meals and this is broadly average when compared with the national figures. The school also has a unit for pupils with hearing impairments. Fourteen pupils, including 12 in the unit for hearing impaired pupils, have statements of special educational needs. Just under seventeen per cent of the pupils are on the school's register of special educational needs and this is broadly average. The school has a part-time Nursery which can accommodate 40 children from the age of three. A further 20 pupils, mostly from outside the school's 'catchment area', are admitted to the school's Reception class at the age of four. Twenty four pupils started the school at a time other than the usual admission time and 18 left before the usual time of transfer. Attainment on entry to Peterbrook is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school. Standards have been improving steadily and the proportion of pupils attaining the expected levels in English, mathematics and science at the end of Key Stage 2 is similar to what is seen nationally. The quality of teaching is good. The headteacher, senior management team and governing body provide very effective leadership. Expenditure per pupil is relatively high but finances are used very efficiently and the school provides good value for money.

What the school does well

- Literacy and numeracy strategies have been implemented effectively and have made a positive impact on the pupils' learning.
- The children in the Nursery and Reception classes are given a good start to their education.
- Teaching is good.
- The pupils behave very well and have very positive attitudes towards learning.
- The co-ordinators are very effective in raising standards in their subjects.
- The pupils in the hearing impaired unit are very well integrated into mainstream education.
- The headteacher is a very effective leader and he is well supported by his senior management team and the governing body.

What could be improved

- The opportunities for pupils to write at length in both key stages.
- The amount of time that is spent on some literacy and numeracy lessons.
- The lack of challenge for higher attaining pupils in some lessons.
- The pupils' attainment in science at Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection, which took place in January 1997, found Peterbrook to be a successful school with many strengths and few weaknesses. The school has made good improvements since the previous inspection and is well placed to improve even further. Standards have been maintained in the core subjects of English, mathematics and science and the school's performance in National Curriculum tests has kept pace with national trends. The unsatisfactory teaching that was present at the time of the last inspection has been eradicated and the issues arising from the previous inspection have been addressed effectively. The co-ordinators are now very effective in the way in which they monitor standards and improve attainment in their subjects. Assessment opportunities have been implemented and are used well to monitor the pupils' progress. The pupils are given good opportunities to find things out for themselves and to become independent in their learning. Most pupils are given activities that are well-matched to their needs but there are occasions when a small number of higher attaining pupils need work that is more challenging.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	B	C	C	well above average A above average B
Mathematics	D	B	C	C	average C below average D
Science	D	C	D	D	well below average E

The test results for eleven year olds show that pupils' attainment, when compared with national results and with similar schools, is average in English and mathematics and below average for science. A slight dip in this year's results can be attributed to slightly fewer pupils attaining the higher Level 5. The 2000 National Curriculum test results for seven year olds show that pupils' attainment in reading is similar to the national average, in writing it is above average and in mathematics it is below average. When compared to similar schools, the pupils' performance is average in writing and below average in reading and mathematics.

The inspection findings show that standards in reading, writing and mathematics are in line with national expectations at the end of Key Stage 1 and that standards in English, mathematics and science are in line with expectations at the end of Key Stage 2. Standards in art and design and design and technology are good throughout the school. The school's targets for literacy and numeracy are challenging and a little unrealistic based on the pupils' prior achievements.

By the end of the Foundation Stage, most pupils are on course to achieve the Early Learning Goals in each of the key areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils work hard and are keen to learn. They talk enthusiastically about school.
Behaviour, in and out of classrooms	Very good. The pupils behave very well during lessons and behaviour in the dining room and in the playground is very good.
Personal development and relationships	Very good. Pupils of different ages and backgrounds relate well to one another and there are excellent relationships with the teaching and support staff. All staff provide good role models. The pupils from the unit for hearing impaired are integrated very effectively throughout the school. Older pupils are good at looking after their younger colleagues.
Attendance	Attendance is good. Lessons start promptly and the pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
32 lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the quality of teaching is good. In the lessons observed, six per cent of the teaching was excellent, 31 per cent was very good and 47 per cent was good. The rest was satisfactory. No unsatisfactory lessons were observed. Good and very good teaching was seen throughout the school. In the best lessons, the teachers' questioning is stimulating, encouraging the pupils to give detailed answers and the teachers' enthusiasm is contagious and persuades the pupils to do their best work. There is an excellent relationship between the teachers and pupils which helps to produce a productive working environment.

Literacy and numeracy are taught effectively throughout the school. The 'setting' of pupils according to their prior attainment helps teachers to match work closely to the pupils' needs. This close match of work to the pupils' abilities and careful planning have a positive impact on the pupils' achievements. Some literacy and numeracy lessons are too long with the result that the pupils become a little restless. Higher attaining pupils generally achieve well, although in a small number of lessons, these pupils are given work that does not challenge them sufficiently.

The teaching of pupils with special educational needs is good enabling them to achieve the targets set out in the individual education plans. The pupils in the Nursery and Reception classes are given a good start. They make good progress, particularly in their acquisition of literacy and numeracy skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for Key Stage 1 and Key Stage 2 pupils is broad and an appropriate amount of time is given to English and mathematics. More emphasis need to be placed on science in Key Stage 1. The curriculum for pupils in the Foundation Stage is well matched to their needs. Good links with local companies enhance the pupils' learning.
Provision for pupils with special educational needs	Good. Assessment procedures are effective and ensure that pupils who have special educational needs are provided with help from an early stage. The pupils are given good support when they are withdrawn for extra help and this enables them to make good progress. The recommendations of the Code of Practice are fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes very good provision for the pupils' personal development. Assemblies are used effectively to develop the pupils' spiritual awareness. The pupils' support of a number of charities and their involvement with a range of community activities enhance their social and moral development.
How well the school cares for its pupils	There are good procedures in place for monitoring the welfare, health and safety of the pupils. Child protection procedures are good. The procedures for assessing the pupils' achievements in literacy and numeracy are good and have a positive impact on the pupils' learning.

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 led by the headteacher. He is very well supported by the senior management team, enthusiastic staff and the governing body. There is a very positive ethos that is linked to raising standards in literacy and numeracy and providing pupils with opportunities to develop skills in all areas of the curriculum. The co-ordinators are knowledgeable, take a strong lead in their subjects and are effective in informing colleagues of what they are good at.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities effectively. They are very supportive and set a clear direction for the school's work. They have an in-depth knowledge of the school's finances and a clear understanding of the work of the school.
The school's evaluation of its performance	Very good use is made of information from tests. The monitoring of teaching and planning is very good and co-ordinators have been very effective in raising standards in their subjects. The headteacher has a very good overview of how the school is performing.
The strategic use of resources	Very good use is made of the staff, resources and the building. The development of a computer suite has added significantly to the pupils' attainment and the teachers' confidence in information technology. The school applies the principles of best value by seeking quotations for services and selecting the most cost effective options. It also judges its performance by comparing test results with those of local schools.

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 like school and they are expected to work hard.• The progress their children make.• The children's behaviour in school.• The quality of teaching.• The ease with which they can approach the school to talk about a problem.• The way pupils from the hearing impaired unit are integrated in the school.	<ul style="list-style-type: none">• The quality of information about how their children are progressing.• The range of out of school activities.• A more consistent approach to homework.

The inspection findings support the parents' positive comments, but do not support their negative views. The quality of reports outlining the pupils' progress is good and there is a meeting each term to discuss the children's progress. There is a satisfactory range of out of school activities. The homework provision is good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Literacy and numeracy strategies have been implemented effectively and have made a positive impact on the pupils' learning.

1. Overall, the strategies for literacy and numeracy have been implemented effectively and are having a positive impact on the pupils' progress. The teachers have a very good understanding of the strategies and have accepted them as a regular part of their teaching. The enthusiastic manner in which they have embraced the teaching of literacy and numeracy is shown in the quality of lessons. In an excellent Year 1 lesson using the story of the Three Pigs as a focus, the structure of the literacy strategy – coupled with the teacher's enthusiasm, skill and flair – ensured the pupils made rapid progress in their recognition of letters and words. The school gives the children in the Reception classes a sensitive introduction to the literacy and numeracy strategies and this ensures that when they enter Year 1, they are well prepared for the full implementation of the strategies.

The children in the Nursery and Reception classes are given a good start to their education.

2. The children in the Nursery and Reception classes are provided with a curriculum based on the recommended early learning goals which matches their needs well. The liaison between staff in these classes is very good and ensures that the skills that the children learn in the Nursery class are built on effectively in the Reception classes. This helps to build the children's confidence and this is evident in their enjoyment of activities. For example, as part of a literacy activity learning about 'speech balloons', the children thoroughly enjoyed dressing up as Mary and Joseph in order to say the words that might have been expressed when Mary told Joseph she was going to have a child. The confidence of the other children was such that they were soon involved in dressing up as shepherds and kings as part of their role-play.
3. Whilst the planning addresses the early learning goals well, it also gives the children a sensitive and effective introduction to the National Curriculum and to the literacy and numeracy strategies. All children are provided with good opportunities for developing language, mathematical and creative skills and for developing their knowledge and understanding of the world around them. There are good opportunities for the children in the Nursery to develop their physical skills through the use of large apparatus and wheeled vehicles in their own safe play area. The teachers have highlighted the importance of ensuring that the children in the Reception classes, particularly those who have started school later, are provided with similar opportunities to the children in the Nursery.

Teaching is good.

4. Good teaching is seen throughout the school. As a staff the teachers work very effectively together and discuss what works well and how they can improve. The teachers undertake regular training activities in a determination to enhance their skills. They embrace national strategies willingly and look to see how they can be best implemented to serve the needs of their pupils. They have high expectations of themselves, as well as of the children in their class.
5. A number of staff have been designated as 'leading literacy and numeracy teachers' and their skills are observed by other teachers in the school and within the Authority. It is evident that the

skills of these teachers are having a positive impact on the rest of the teaching staff. These teachers move the lessons on at a brisk pace and do so with an enthusiasm that is infectious. For example, in an excellent Reception class lesson aimed at improving the children's ability to retell a story in the correct sequence, the teacher's command of the subject, excellent questioning and expression generated such enthusiasm amongst the children that there was never any question of them losing interest or not working as hard as they could. Activities were well-planned and matched the needs of the various ability groups, ensuring they all made excellent progress. In a very good Year 2 lesson, the teacher's knowledge of design and technology and her enthusiasm motivated the pupils very well and enabled them to make very good progress in designing a puppet.

6. A key factor in the success of the teaching is the care with which teachers get to know their pupils. The overall analysis of standards highlights strengths and weaknesses and early assessments of the pupils' work are used effectively to ensure that the teaching and demands made are well matched to the ability of the pupils. Those pupils who have special educational needs are well-supported as a result of these strategies. Another significant factor in the success of teaching is the teachers' ability to make really effective use of time, ensuring that no time is wasted. For example, prior to a very good Year 2 dance lesson, the teacher utilised the time during which the pupils were getting changed to reinforce their mental arithmetic skills.
7. The teachers make excellent use of praise. Comments such as 'I like the way you did that' and 'That was an excellent try' are heard frequently and encourage the pupils to respond to the teachers' questioning and to try harder.

The pupils behave well and have positive attitudes towards learning.

8. The pupils' attitudes to learning are very good. They show high levels of interest and enthusiasm during lessons, and speak with confidence when answering questions or talking to their peers. When asked, the older pupils stated that they like coming to school and were keen to talk about the activities that they enjoyed most. They speak enthusiastically about music, games and the friendly nature of the school. The very good standards of behaviour in the school reflect the high expectations of the staff. The high standard of behaviour observed during lessons was also seen in the dining room where the pupils talked happily and sensibly with one another.
9. Relationships among pupils and staff throughout the school are excellent, generating an atmosphere of warmth and friendliness. The pupils work and play happily together and are appreciative of one another's achievements. The pupils' attitudes towards learning and their very good behaviour are significant factors in enabling them to make good progress in their work.

The co-ordinators are effective in raising standards in their subjects.

10. At the time of the last inspection a Key Issue was to ensure the co-ordinators were more effective in supporting and monitoring teaching and learning and in implementing the schemes of work in their subjects. This issue has been addressed very effectively, to the extent that the work of the co-ordinators is now a strength of the school. Whilst considerable emphasis has rightly been placed on literacy and numeracy, the co-ordinators have ensured that other subjects have retained prominence and have continued to develop. For example, the quality of art work throughout the school is impressive and shows that standards have been maintained since the previous inspection. Displays of the pupils' art show that a wide range of techniques and styles have been taught, and create a very positive learning environment. Standards in design and

technology, which were not as strong at the time of the last inspection, have improved significantly with the pupils showing a wide range of skills. Particularly impressive was the Year 2 work using winding mechanisms to illustrate Nursery rhymes and stories. Good standards of music were also evident during the inspection.

11. Subject co-ordinators have been given the responsibility to ensure that they develop their subjects and there are high expectations of them. Their files showing the developments that have taken place in their subjects, are impressive. Subject co-ordinators undertake regular training, have regular meetings with colleagues, monitor planning and keep examples of pupils' work to show what they are capable of doing. The co-ordinators find opportunities to develop their subjects outside the classroom, for example as part of the design and technology curriculum, there are links with local industry which enhance what the pupils do in school.

The pupils in the hearing impaired unit are very well integrated into mainstream education.

12. Parents are very pleased with the way in which pupils with hearing impairments are integrated and accepted into the school. The pupils receive a good level of support when they work within the unit and when they work in mainstream classes. They are encouraged to learn, using a variety of methods including lip reading and signing and are given appropriate support in classes. This enables them to take a full part in lessons and make the progress of which they are capable. Other pupils readily accept pupils from the hearing impaired unit into their classes and they are very supportive. Some hearing pupils take part in the signing classes that are organised by staff from the unit, enabling them to communicate with their friends more easily.

The headteacher is a very effective leader and he is well supported by his senior management team and the governing body.

13. The headteacher, senior management team, governors and parents have a shared commitment to maintaining and improving standards. They have a determination to improve the quality of teaching and to look for ways to raise standards further. National initiatives such as the literacy and numeracy strategies have been taken on board willingly, but at the same time, the school has not lost sight of the importance of ensuring that the pupils are provided with a broad and balanced curriculum. The headteacher has had the confidence to rely on the skills of subject co-ordinators and has empowered them to undertake their roles effectively.
14. The headteacher is a very effective leader who knows his staff and pupils well. He has a clear understanding of what the school does well and knows how things can be improved. The headteacher makes good use of the expertise of others. For example, the school has benefited from working productively with the LEA to develop science, literacy and numeracy skills. The headteacher also recognises the benefits to the school and to the LEA of encouraging visits from outsiders to observe lessons taught by the school's 'leading literacy and numeracy teachers'. Staff morale and confidence is boosted and there is an encouragement for all staff to continue to learn and improve.
15. The headteacher and governors have a very clear understanding of the school's financial situation. The school has been quick to identify shortcomings in resources and space. Improvements have been made possible through the careful financial management of the headteacher and governors. Grants have been applied for and monies carried forward to fund the plans. This careful planning has enabled additional teaching spaces to be created. For example, the conversion of a room to a computer suite and has been a factor in raising both the pupils' and the teachers' skills in information and communication technology.

WHAT COULD BE IMPROVED

The opportunities for pupils to write at length in both key stages.

16. As result of the evaluation of National Curriculum test results and the teachers' assessments of pupils' writing skills, the school has recognised that the pupils need to be provided with more opportunities for producing extended pieces of writing. The school is aware that an improvement in the pupils' writing skills would enhance their scores in national tests. Some opportunities to develop pupils' writing skills have been provided and the writing that is produced is usually good. However, more opportunities and more time need to be provided for pupils to write complete stories or accounts and to enable the pupils to apply the skills that they are acquiring purposefully.

Occasionally, too much time is spent on some literacy and numeracy lessons.

17. In the best literacy and numeracy lessons the time is used very efficiently and the pace of the lessons is non-stop, ensuring that the pupils make rapid progress. However, some lessons are too long and the good progress made by the pupils in the earlier parts of the session is not maintained. The quality of teaching and learning in some classes would be further improved by reducing the length of some lessons.

The lack of challenge for higher attaining pupils in some lessons.

18. Overall, the teachers plan the work for the pupils very effectively. It is well-matched to the pupils' level of ability and helps them to build on the skills they have previously learned. Pupils with special educational needs are presented with work at an appropriate level and in line with their individual education plans. They are taught well and make good progress. Higher attaining pupils are usually given work that is challenging and they too make good progress. In a small number of lessons however, although work has been planned at different levels for the various groups of pupils, there is a lack of challenge for the most able. These higher attaining pupils could make even greater progress.

The pupils' attainment in science at Key Stage 1.

19. Standards in science could be higher at Key Stage 1. Good emphasis is placed on the subject but the pupils do not have enough opportunities to record what they have been learning. Some of the writing activities simply consist of labelling and do not significantly extend the pupils' scientific knowledge or their writing skills. Pupils need to be given more opportunities to record their findings in detail when carrying out investigative activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The school should now:
 - improve the pupils' writing skills by providing them with more opportunities to write at length;

- reduce the time spent on literacy and numeracy lessons where they are too long and consider ways of ensuring that the freed time is used effectively;
- ensure that the teachers always plan for the needs of the most able pupils.
- raise standards in science in Key Stage 1 by providing the pupils with more opportunities to record their work, particularly science investigations.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	31	47	16			

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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	432
Number of full-time pupils eligible for free school meals	0	61

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	14
Number of pupils on the school's special educational needs register	4	81

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.9

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	2000	29	28	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	29	29	29
	Total	49	50	49
Percentage of pupils at NC level 2 or above	School	86 (86)	88 (91)	86 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	29	29	29
	Total	49	50	49
Percentage of pupils at NC level 2 or above	School	86 (84)	88 (91)	86 (94)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	37	33	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	27
	Girls	29	26	33
	Total	53	50	60
Percentage of pupils at NC level 4 or above	School	76 (85)	72 (88)	86 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	24	27
	Girls	29	26	33
	Total	53	50	60
Percentage of pupils at NC level 4 or above	School	76 (72)	72 (73)	86 (78)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	5
Black – other	2
Indian	9
Pakistani	3
Bangladeshi	0
Chinese	0
White	354
Any other minority ethnic group	1

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	3	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20.1
Number of pupils per qualified teacher	20
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	247.5

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	810,325
Total expenditure	820,862
Expenditure per pupil	1,800
Balance brought forward from previous year	64,882
Balance carried forward to next year	54,345

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	452
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	3	1	1
My child is making good progress in school.	43	48	5	0	4
Behaviour in the school is good.	37	56	2	0	5
My child gets the right amount of work to do at home.	32	53	11	1	2
The teaching is good.	49	44	1	0	5
I am kept well informed about how my child is getting on.	25	55	16	2	1
I would feel comfortable about approaching the school with questions or a problem.	52	43	4	1	0
The school expects my child to work hard and achieve his or her best.	58	41	0	0	2
The school works closely with parents.	33	50	14	0	0
The school is well led and managed.	35	55	5	2	4
The school is helping my child become mature and responsible.	41	55	2	0	4
The school provides an interesting range of activities outside lessons.	16	38	19	8	19