

INSPECTION REPORT

ST MARY'S CE PRIMARY SCHOOL

Beverley

LEA area: East Riding of Yorkshire

Unique reference number: 118030

Headteacher: Miss A Cottingham

Reporting inspector: Mr Sean O'Toole
20891

Dates of inspection: 16th - 17th October 2000

Inspection number: 225161

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:	Voluntary Controlled
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Eden Road Beverley East Riding of Yorkshire
Postcode:	HU17 7HD
Telephone number:	01482 868149
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend A Smith
Date of previous inspection:	February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Mary's Church of England Primary School in Beverley is attended by 348 boys and girls aged from four to eleven, a figure which is higher than at the time of the previous inspection. The school is larger than most other primary schools. Almost all pupils are white and live in an area that is economically advantaged. Eight pupils have English as an additional language with the most widely used language being Arabic. Only 12 pupils are entitled to free school meals, a figure which is below average. A below average proportion of pupils has special educational needs although the percentage having statements of special educational need is above average. The school admits about half of its pupils into the reception class. Others join in Year 3 having attended an infant school nearby. On admission to the school, in both the reception class and Year 3, most pupils have above average levels of attainment.

HOW GOOD THE SCHOOL IS

This is an effective school where standards are well above average in reading, mathematics and science by the end of the juniors. The school has improved its results in national tests since the previous inspection although more needs to be done to improve pupils' writing. The pupils are hardworking and well behaved. Almost two-thirds of the lessons seen were good or better. The leadership and management of the school are satisfactory although the governors lack sufficient expertise in shaping the direction of the school. Some tension is evident in relationships between the headteacher, staff, governors and parents. The school makes effective use of its resources and provides good value for money.

What the school does well

- Throughout the school, standards in reading and mathematics are well above the national average.
- Pupils behave well, have positive attitudes to learning and work hard.
- The provision for pupils with special educational needs enables them to make good progress.

What could be improved

- The teaching and standards of writing throughout the school.
- Some aspects of the leadership and management of the school.
- Relationships with parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in February 1997, the school has had a change of headteacher, the accommodation has been improved and some new staff have been appointed. The school has made good improvement in tackling most of the issues identified in the previous report. Standards in reading and mathematics in the infants and juniors have been maintained and they are now higher in science. The school is working hard, with some success, to raise standards in writing but more needs to be done to ensure that more pupils attain the higher levels in the national tests. The school now uses assessment more effectively to plan work. The provision for information and communication technology is much better than before. Subject leaders have a clearer understanding of their responsibilities and are involved in developing schemes and policies. The school's plans, targets and goals are more clearly expressed and staff training is linked to these priorities. There have been

improvements in the provision for under fives but more remains to be done to ensure that their curriculum is based securely on recent national initiatives.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A	B	well above average A above average B average C below average D well below average E
mathematics	B	A	A	C	
science	A	A	A	B	

The school consistently achieves standards in English, mathematics and science that are well above average in the national tests for eleven-year-olds. In the national tests for seven-year-olds the pupils attain well above average standards in reading and mathematics and above average results in writing. The dip in performance in the 1999 results in writing has been reversed in this year's tests but more remains to be done. Overall, trends in attainment are in line with national improvement in the tests at the end of the juniors but in the tests in 2000 there is a wide gap in pupils' performance at the higher level 5 between reading and writing. The pupils' performance in science has improved since the previous inspection and standards are now well above average at the end of the juniors. Throughout the school, standards are high enough in reading, mathematics and science but, by comparison, they are insufficiently high in writing. The weaknesses in writing are due to insufficient opportunities for pupils to write extended passages, to use a wide variety of sources and to write in a joined and fluent style. The school sets appropriate targets for performance in national tests and has exceeded its target in mathematics and come close to expectations in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school. They work hard and maintain good levels of concentration. They take a keen interest in extra-curricular activities.
Behaviour, in and out of classrooms	Good. The school is an orderly community and there is little evidence of bullying. Pupils are polite and well mannered. They move around the school sensibly and, at break times, they play together happily.

Personal development and relationships	Good. The pupils co-operate well, sharing equipment and resources such as computers. They enjoy taking responsibility such as taking part in assembly.
Attendance	Very good. Attendance rates have improved consistently since the previous inspection.

The pupils are proud of their own and others' achievements. They show interest in their work and most listen well without distraction. They understand the need for rules and they keep them. Older pupils enjoy supporting the infants. The house captains play a supportive role in helping around the school. The pupils enjoy coming to school, attendance is very good and there have been no exclusions.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

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

The quality of teaching is good. In the lessons seen, 12 per cent were very good or better, 50 per cent were good and 39 per cent were satisfactory. There was no unsatisfactory teaching. Throughout the school the teaching of reading is good, with very good support provided by classroom assistants. Basic writing skills are taught satisfactorily but more needs to be done to ensure that pupils develop good handwriting, use an effective and interesting vocabulary and write in response to more demanding tasks. Most of the teaching of mathematics is good with some very good and excellent lessons in Years 3 and 6. Teachers are successful in helping pupils to use their literacy and numeracy skills in other subjects such as science. Teaching is good in the juniors. In reception and the infants it is never less than satisfactory and sometimes good. Strengths in the teaching include effective planning, consistent approaches to managing behaviour, good organisation and a variety of methods to keep the pupils interested. Some lessons in writing provide insufficient inspiration for the pupils and there is a lack of challenge when worksheets are undemanding. In most lessons, the teachers plan work matched to pupils' needs. The pupils are keen to learn and most apply themselves to tasks and maintain good concentration. Older pupils keenly complete homework and find it helpful in improving their knowledge and skills. Pupils with special educational needs and those with English as an additional language are taught well and learn effectively; their progress is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Basic skills of literacy and numeracy are taught well. Planning is good and there is effective use of setting by ability in English and mathematics. There is a very good range of extra-curricular activities

Provision for pupils with special educational needs	Good. The school provides effective support for the pupils. Individual education plans are well focused and used to plan lessons.
Provision for pupils with English as an additional language	Good. Pupils are given effective support from outside agencies. They make good progress and achieve standards that are at least in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides good guidance for pupils on how to behave. Christian values are clearly expressed. There is good provision made for pupils to appreciate society's diverse cultural traditions. Pupils are encouraged to develop effective social skills.
How well the school cares for its pupils	This is a caring school which ensures that pupils' health and well being receive high priority. Assessment is used well to plan work and to guide pupils on how they might improve.

All requirements regarding the curriculum are met. The school focuses strongly on raising pupils' self esteem through celebrating their work in displays and encouraging them to participate in a wide range of activities including dramatic productions.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and senior staff have managed change and improvement well. Although there is a commitment to raising standards more needs to be done to encourage and inspire teachers through more effective relationships.
How well the governors fulfil their responsibilities	Unsatisfactorily. The governors lack sufficient skills and expertise in shaping the direction of the school and in fostering effective relationships between parents and the school.
The school's evaluation of its performance	Good. The school analyses pupils' performance well and clearly identifies areas for improvement, which are reflected in its plans. Teaching is monitored regularly and this has led to improvement since the previous inspection.
The strategic use of resources	Satisfactory. Funds are used appropriately to support the school's priorities, for example, in developing the computer suite. However, the headteacher and governors do not have a sufficiently clear strategic view of finance.

Altering the times of the school day has been successful and resulted in more efficient use of teaching time, although many parents were concerned about the way in which this decision was taken. Communication with and involvement of parents in the life and work of the school is an area for improvement. The school applies sound principles to securing the effective use of its resources.

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.• The way in which their children make progress and develop positive attitudes to learning.• The behaviour of most pupils.• The teachers' expectations that the children should work hard.• That most staff are approachable.	<ul style="list-style-type: none">• The relationship between governors, senior staff and parents.• The provision for extra-curricular activities.• The attitude of some teachers to their children.• Greater involvement in hearing their children read at home.• The way in which the school works with parents.

The inspection team endorses the positive views of the parents. There is a very good range of extra-curricular activities for juniors and sufficient for those in the infants. Relationships are unsatisfactory overall although the staff are approachable and show concern for the well being of their pupils. Parents are justified in their wish to be more involved with the school and to expect more opportunities for their children to read at home.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Throughout the school, standards in reading and mathematics are well above the national average.

1. The standard of pupils' work in reading and mathematics is at least as high as it should be. Pupils of all abilities, including those with special educational needs and those who have English as an additional language, make good progress. They benefit from effective and well-focused teaching. Teachers insist on close attention to tasks and provide challenge at just the right level. As a result, learning is good and pupils achieve well.
2. Parents expressed much pleasure and confidence in their children's achievement in reading. Since the previous inspection, the school has introduced the National Literacy Strategy whilst maintaining its traditional approach to the teaching of reading. This blend has been successful and, as a result, pupils at the age of seven and eleven attained standards which were well above average in the national tests in 2000. A very high proportion of eleven-year-olds (80 per cent) attain the higher level 5 in the tests in 2000 with about 40 per cent attaining the higher level 3 at the end of the infants. Standards in reading were above average in the 1998 and 1999 tests for seven-year-olds but the most recent results show standards are well above average. This improvement has been achieved through the effective support of classroom assistants who have very good skills in listening to the pupils and asking questions that encourage the pupils to explain what they have read. Results at the end of the juniors have been consistently well above average for several years and the school has kept pace with the national trend of improvement. When compared with schools with similar intakes the infants achieve results in line with those expected whereas the juniors perform at levels that are above average. The infants and juniors thoroughly enjoy reading and are competent and fluent, showing a love of books and expressing preference for their favourite authors. By the age of seven, most read fluently from a range of books and have good strategies such as using pictures and context to establish meaning. They have good skills in building words from the sounds that letters make. Regular practice in groups and as individuals and effective record keeping and monitoring enable teachers to keep track of pupils' progress. The teachers use this information well to move the pupils on to the next stage in learning. By the age of eleven almost all pupils are able to follow a theme or argument in a book and express their own opinions clearly. They understand characters and successfully predict the outcome of stories.
3. In this year's national tests in mathematics, pupils achieved levels at seven and eleven that were well above the national average and above those of similar schools. This is an improvement since the previous inspection and is as a result of the successful introduction of the National Numeracy Strategy, the effective use of setting the pupils by ability and improvements in the teaching. The upward trend in performance in mathematics is faster than the national rate of improvement and the gap between pupils' performance in reading and science compared with mathematics has narrowed so that standards are at least as high as they should be. The pupils enjoy mathematics lessons and respond with much enthusiasm, particularly in solving problems and practical work. They have a good knowledge of number that they apply successfully to their work in other subjects, for example, in producing graphs in science and geography. Skills, knowledge and understanding are developed consistently through the school, and teachers' secure subject knowledge enables them to plan sufficiently challenging work. Staff carefully track pupils' performance

and keep accurate records that they use to plan work. This helps to ensure that progress is consistent between classes and year groups.

4. By the end of the infants the pupils are confident in each aspect of the subject. They have a secure understanding of mathematical vocabulary and signs and symbols. They add and subtract competently, recognise simple number patterns and understand odd and even numbers. The pupils have a good knowledge of shape and measure accurately. They present data in simple graphs and charts. By the end of the juniors, pupils are confident mathematicians showing enjoyment and interest in the subject. They have a secure understanding of mathematical processes and use their knowledge of number and good mental arithmetic skills effectively to solve complex problems.

Pupils behave well, have positive attitudes to learning and work hard.

5. The Pupils enjoy coming to school. Children under five quickly settle into new routines and cope well with working with older pupils in the class. They enjoy working together and join in excitedly in lessons in physical education developing good movements and improving their awareness of space and others. They soon develop positive attitudes to work and enjoy taking part in stories and learning rhymes and poems. Pupils in the infants develop good attitudes to work. They try hard and are successful in improving concentration. They stick at tasks and by Year 2 work independently. They share ideas when working in groups and help each other with, for example, spellings of new words. During whole class lessons they listen attentively to their teachers, contribute to discussions and make sensible suggestions. In the Year 2 class they work well on designing an invitation to a party and show genuine delight in what they have achieved. In the juniors, almost all pupils clearly understand the need to work hard and to produce a good amount of work in each lesson. In Year 6, the pupils respond with enthusiasm in mathematics, keenly competing to be the first to answer questions. They take homework seriously by completing it on time and have a clear understanding of how useful homework is in reinforcing what they have learned in lessons. Analysis of the pupils' work shows that most take pride in their work and produce a good quantity in lessons. When using computers there is a hubbub of excitement as they use their skills with a drawing program to design their own cars. In a Year 3 lesson in mathematics the pupils of all abilities joined in with real enthusiasm, spurred on by excellent teaching, when learning about the value of numbers. They showed much delight in achieving the correct answer and used very successful strategies to improve their chance of guessing the correct sequence. Pupils generally respond well in literacy lessons and they benefit from the school's setting of groups by ability. This enables them to work together effectively on similar tasks. At the end of lessons they discuss what they have learned sharing ideas and showing appreciation of differing points of view.
6. Throughout the school the pupils behave well. When moving around the building they are sensible and orderly. They waste no time in needless chatter and quickly settle down. For example, when going to the hall for assembly they form orderly lines, come in quietly and show an appropriate sense of occasion. They sing enthusiastically. Although the space in the computer room is rather limited, the pupils do not fuss and quickly find their partner and settle to work. The pupils respect one another and their teachers. At break times the pupils play sensibly and no evidence of rough behaviour or bullying was seen. The pupils say that there are a few incidents of verbal bullying which are dealt with quickly and sensitively by the staff. The school encourages good manners and politeness and almost without exception the pupils show respect for adults and each other. Parents are confident that the school contributes much in helping their children to become mature and to behave well. Inspection evidence confirms their confidence. The school has effective systems to promote and reward

good behaviour. These include giving awards and celebrating kindness and thoughtfulness in assemblies. Pupils are taught the difference between right and wrong and they have a clear understanding of why rules are necessary. The pupils develop a good sense of responsibility and take pride in the school's achievements. There is keen but friendly competition between the houses and pupils are thrilled when rewarded. They seem genuinely pleased when their classmates are successful. These positive factors contribute much to successful learning.

The provision for pupils with special educational needs enables them to make good progress.

7. The school has improved the provision for pupils with special educational needs since the previous inspection. Pupils who are having difficulties with learning or behaviour are identified much earlier and given good support. Individual education plans are very well focussed and clearly identify specific weaknesses and ways of remedying them. The teachers plan work that is matched to the needs of the pupils and they review targets regularly with the co-ordinator for special educational needs. The governor with responsibility for special educational needs works closely with the co-ordinator and is a regular visitor to the school. She takes a keen and well-informed interest. The school supports pupils well through a combination of work that is matched to the needs of the pupils, setting by ability so that these pupils are taught in smaller groups and the effective use of classroom assistants to work alongside the pupils. Those with statements of special educational needs receive good quality help from outside agencies. There has been some improvement in involving parents in discussion about their children's special needs and the school has well advanced plans to extend this link. Funds allocated to support pupils with special educational needs are clearly identified and spent wisely.

WHAT COULD BE IMPROVED

The teaching and standards of writing throughout the school.

8. Throughout the school, standards in writing are not as high as they should be when compared with the pupils' achievement in reading and mathematics. The school is aware of the difference in performance between the subjects and has a helpful plan that includes good guidance for staff in order to raise standards. The very good analysis of results of national tests has been put to good use in setting older pupils by ability and this works well and is helping to raise standards. However, in most writing lessons the teaching lacks inspiration and this results in some underachievement by the pupils. There is insufficient focus on providing challenging and thought provoking opportunities for pupils to write imaginatively and with conviction. In some classes, the overuse of worksheets that require little written response inhibits the development of some skills. Pupils make satisfactory progress in handwriting and most are able to use a joined and legible script. However, this skill is not used consistently in other subjects and the scrutiny of pupils' work shows that in some cases scant attention is given to promoting handwriting at its best. The basic skills promoted through the National Literacy Strategy are taught well. Most pupils spell correctly, use punctuation effectively and have a satisfactory knowledge of grammar. However, their creative and imaginative writing lacks sufficient depth of language to engage the reader and the teachers do not place sufficient emphasis on developing the pupils' skills of persuasion and argument. The pupils read very well but have too few opportunities to use these skills in aiding their writing. There are good opportunities for pupils to use their computer skills for research and communication. However, they have insufficient opportunity to use library books and skills such as note-taking and collating information from several sources to provide a secure basis on which to add depth

and quality to their factual writing. The restricted range and number of library books, together with limited access to the library, inhibit the development of research and writing skills.

Some aspects of the leadership and management of the school.

9. Leadership and management are satisfactory overall but there are concerns which include the effectiveness of the governors in fulfilling their responsibilities and their lack of a strategic overview of the school's finances. Some staff feel that their contribution to the school is not valued and this results in low morale and a lack of cohesion in pursuing common goals. The school has improved since the previous inspection but much remains to be done to move the school forward as a cohesive unit.
10. The governors have limited expertise and experience of governing the school successfully. Although they meet regularly they lack a full understanding of their role and responsibilities and have made insufficient headway in monitoring and evaluating the effectiveness of the school. Governors are keen and supportive and some are regular visitors who bring invaluable expertise, for example, in computers. They are anxious to move the school forward and to build upon the standards already achieved. However, they lack training and have a limited understanding of strategic planning. Their role in rigorously checking upon the effectiveness of their spending decisions is unsatisfactory. The school has a large surplus of over eight per cent of its budget. There are plans to use these funds to provide additional staff and resources.

Relationships with parents.

11. The previous inspection report stated that parental involvement in the school was good. However, parental concerns about the leadership and management of the school were expressed strongly in the questionnaires and at the meeting held with parents prior to this inspection. An example was the way in which a significant proportion of parents felt that the consultation process about changing the times of the school day was done without sufficient discussion. This consultation process followed procedures correctly and has resulted in a better balance and use of time during the school day. However, some parents felt that this was not a genuine attempt to listen to and to respond to their views. Parents are supportive of the school in fund-raising and enjoy their contact with the teachers who they find to be approachable and helpful. Reports, consultation evenings with teachers and attendance at assemblies help to keep parents informed of their children's progress and they appreciate these opportunities. However, the concerns of a significant percentage of parents about the inconsistent use of homework diaries and the limited opportunities for their children to take reading books home are justified by inspection evidence. The school does not have a sufficiently effective strategy of taking parental views into account and of explaining its decisions with clarity. There are regular newsletters and information about the curriculum is now provided. However, several parents feel that both the governors and the headteacher are not easily approached with problems or concerns. The governors are well aware of parental concern and are determined to restore the parents' full confidence in the school's life and work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

12. In order to build upon its academic success and improve the quality of education provided by the school, the headteacher, staff and governors should:

Improve the teaching and standards of writing in the school by:

- Providing more inspiring lessons which enthuse pupils with a love of writing.

- Putting more emphasis on extended writing rather than the use of undemanding worksheets.
- Improving pupils' skills in using the library for research and as a means of adding depth and quality to their written work.
- Improving the library by increasing the number and range of books available and using them more regularly.
- Improving the standard of handwriting through the school. (Paragraph 8)

(The school has already identified and begun to address this issue)

Improve the leadership and management of the school by:

- Ensuring that the headteacher, staff and governors share a common commitment to raising the quality of education and fostering effective relationships with all who are associated with the school.
- Increasing the governors' involvement in monitoring the school's progress.
- Providing more effective training to improve governors' skills.
- Improving the strategic use of finance. (Paragraphs 9 - 10)

Improve relationships with parents by:

- Providing more opportunities for parents to help their children with reading at home.
- Ensuring consistency in the use of homework diaries.
- Ensuring that there is effective communication with parents. (Paragraph 11)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
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	6	50	39	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 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	348
Number of full-time pupils eligible for free school meals	N/A	12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	7
Number of pupils on the school's special educational needs register	N/A	29

English as an additional language

	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	16	14	16
	Total	34	32	34
Percentage of pupils at NC level 2 or above	School	97 (92)	91 (75)	97 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	15	16	16
	Total	32	34	34
Percentage of pupils at NC level 2 or above	School	91 (92)	97 (97)	97 (92)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	41	29	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	36	40
	Girls	27	26	29
	Total	61	62	69
Percentage of pupils at NC level 4 or above	School	87 (86)	89 (90)	99 (91)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	36	38
	Girls	25	27	28
	Total	60	63	66
Percentage of pupils at NC level 4 or above	School	85 (84)	89 (83)	93 (86)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	332
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.7
Number of pupils per qualified teacher	27.2
Average class size	31.5

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	134

Financial information

Financial year	1999/2000
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	£
Total income	592,376
Total expenditure	569,652
Expenditure per pupil	1,619
Balance brought forward from previous year	36,206
Balance carried forward to next year	58,930

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	35	5	3	1
My child is making good progress in school.	46	43	7	0	4
Behaviour in the school is good.	38	52	3	1	6
My child gets the right amount of work to do at home.	23	48	18	6	5
The teaching is good.	45	41	4	1	9
I am kept well informed about how my child is getting on.	35	45	13	4	3
I would feel comfortable about approaching the school with questions or a problem	40	47	6	7	1
The school expects my child to work hard and achieve his or her best.	57	38	3	0	1
The school works closely with parents.	27	44	21	5	3
The school is well led and managed.	21	49	16	7	7
The school is helping my child become mature and responsible.	39	49	5	2	5
The school provides an interesting range of activities outside lessons.	32	38	17	4	9

Other issues raised by parents

- They feel that there are sufficient extra-curricular activities except for the youngest pupils.
- There are no reading books allowed home from school during the week.
- Parents complained about the attitude of the governors. The parents felt that the governors bulldozed important things through without proper consultation and parents do not feel properly informed about changes.
- Several parents were concerned that the school is too strict.