

INSPECTION REPORT

GREENHILL PRIMARY SCHOOL

Greenhill, Sheffield

LEA area: Sheffield

Unique reference number: 107084

Headteacher: Mr Jim Marriott

Reporting inspector: Mrs Sue Chesters
23196

Dates of inspection: 6th - 7th November 2000

Inspection number: 225258

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: 4 – 11 years

Gender of pupils: Mixed

School address: Greenhill Main Road
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Sheffield

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Appropriate authority: Sheffield

Name of chair of governors: Mrs Anne Marshall

Date of previous inspection: 22 – 26 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenhill Primary School is a community school set in a suburb to the south of Sheffield. Most pupils live in the immediate area. There are currently 472 pupils on roll, 242 boys and 230 girls. This is a larger population than in most primary schools but slightly less than at the time of the last inspection. Currently the school is oversubscribed by about 50 per cent. Although it has no nursery, rooms are leased to a pre-school playgroup. The percentage of pupils registered for free school meals (6 per cent) is much lower than average. The majority of pupils are of white ethnic origin. One per cent of pupils speak English as an additional language, which is low when compared with the national average. The attainment of pupils on entry to the school is average, with a wide spread of ability in each class. There are currently 61 pupils (14 per cent) on the school's register for special educational needs. This is below the national average. Five pupils have statements of special educational need, which is higher than average. The ethos of the school is 'to promote a safe, supportive, enriching and educational environment, encouraging all to achieve their potential'.

HOW GOOD THE SCHOOL IS

This is a very effective school. It maintains high standards and constantly tries to improve them further. The headteacher is outstanding. Together with the deputy headteacher and senior teachers, he involves the whole school community in the school's progress. The quality of teaching is very good throughout the school. The school's curriculum is very good and appeals to the pupils' interests whilst at the same time challenging them and as a result the pupils have very good attitudes to school. They behave very well and enjoy their lessons. Standards at both key stages have been consistently above national averages in English, mathematics and science for the past four years. From the time they start at the school, pupils learn rapidly, make good progress and achieve levels above those expected for their age. The school gives very good value for money.

What the school does well

The school provides an environment in which pupils thrive and make rapid progress in their learning and achieve high standards because:

- the headteacher gives outstanding leadership and is supported very well by the deputy headteacher and management team;
- it has, consistently, very good quality teaching in all key stages and in all subjects;
- it has a very good curriculum which is relevant to all pupils and offers them a wide range of experiences to prepare them well for the future.

What could be improved

- Standards in information and communication technology, which are not as high as in the other subjects.
- [The means by which the school informs parents of their children's attainment and progress.](#)

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 good progress since the last inspection. It has addressed all the issues from the last inspection very well. The issues raised then, relating to how the school managed its curriculum, have been so well addressed that the curriculum planning is now a strength of the school. Standards in the core subjects have continued to rise. The school has increased the breadth of its curriculum through innovative features such as its involvement in the Comenius European Project and an extensive programme of school visits. The school has good capacity for further improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	A
Mathematics	A	A*	A	B
Science	B	A	B	C

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows that, by the end of Key Stage 2, attainment in the 2000 tests was well above average in English and mathematics and above average in science. These results are also well above average in English, above average in mathematics and average in science, when compared with schools having a similar intake of pupils. There was a slight dip in results in 2000. This is because there were more pupils with special educational needs in the cohort represented in these results than is usual. Inspection findings show that standards in English, mathematics and science are above average throughout the school. This is the result of very good teaching, linked to the effective implementation of the National Literacy and Numeracy Strategies. All pupils, including those with special educational needs, learn very well. Standards in all other subjects are also good. They are particularly high in art, music, French, German and Italian. The school sets very high targets for the pupils. In fact, many exceed them. The improvement in standards in English, mathematics and science in the last five years follows the national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Almost all pupils show very positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. There have been no recent exclusions.
Personal development and relationships	Pupils are encouraged to work independently. Their personal development is very good. Relationships are very good between staff and pupils and between the pupils themselves.
Attendance	Attendance is satisfactory and almost all pupils are punctual.

The pupils enjoy learning. They behave very well in lessons because they are interested in their work. They are not afraid to make mistakes and readily ask for help when they are unsure. The very good relationships throughout the school promote positive, constructive and rapid learning.

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	very 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 overall quality of teaching is very good. In all of the lessons observed, the teaching was satisfactory or better. In 32 per cent of lessons it was good, in 48 per cent very good and in 16 per cent excellent. The very good teaching extends across all key stages and all subjects. Assessment is used very effectively to ensure that pupils of different abilities are taught at a level suitable to meet their needs. They, therefore, make good progress. Pupils make good progress in the core subjects of English, mathematics and science and very good progress in modern foreign languages, music and art. Throughout the school, teachers expect the pupils to work hard and do their best. They do not over-direct the pupils but encourage them to think for themselves. Teachers intervene at just the right moment to move individual pupil's learning forward at a good rate. These factors help the pupils to learn very well and ensure the school meets the targets it sets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is very rich and varied. It offers very good opportunities to all pupils and meets their needs very well. It is enhanced by visits and visitors and by the teaching of modern foreign languages to all year groups.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. The school has developed detailed individual education plans that contain clear and precise targets for improvement.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. They are encouraged to be independent and reflect on the effect of their actions. The provision for the pupils' spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	This is a very strong area of school life. The school monitors the pupils' academic and personal progress very well. They receive good attention at all times.

The school provides very good learning opportunities in all subjects. All subjects of the National Curriculum and religious education are taught to a very good standard. The high emphasis given to modern foreign languages and cultural studies encourages the pupils to take an interest in global issues and supports the above average standards achieved by most pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the outstanding leadership of the headteacher. The deputy headteacher, the management team and the dedicated, hard-working and enthusiastic staff work very well to support him.
How well the governors fulfil their responsibilities	The governing body gives good support to the work of the school and plays an effective role in monitoring its performance. It has a clear view of future developments and fulfils all of its statutory duties.
The school's evaluation of its performance	There is a very strong commitment to high standards. A culture of reflection and evaluation is at the heart of the school and all of its activities. Excellent monitoring and evaluation of all of its work enable it to act promptly on its findings and promote further success.
The strategic use of resources	The school makes very good use of its staffing and accommodation. Great care is taken to ensure that all staff receive appropriate training which meets their needs. Funds are used very prudently to deploy staff, to raise standards and to maintain the rapidly deteriorating school building.

Resources and staffing are adequate for the number on roll. Accommodation is satisfactory. Staff work hard to ensure that pupils' work is displayed very well and to provide a very aesthetically pleasing and stimulating working environment. This is not an easy task in the more dilapidated areas of the building.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Ten parents attended the meeting with the registered inspector prior to the inspection and 200 questionnaires were returned out of the 472 sent out.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard and achieve their best. • The high standards of work. • Their children like school. • The teaching is good. • Teachers have very high expectations of what their children can achieve. • Their children make good progress in school. • The school is well led and managed. • The school helps their children to become mature and responsible. • Behaviour in school is good. 	<ul style="list-style-type: none"> • Information about pupils' progress. • They would like the school to work more closely with them.

The parents strongly support the work of the school. The inspection team agrees with the positive views of the parents. There is scope for improving the way in which the school informs parents about their children's progress.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school provides an environment in which pupils thrive and make rapid progress in their learning and achieve high standards

1. Pupils find the school to be a stimulating and exciting place and, consequently, they learn rapidly. They know that the lessons will be fun. They achieve high standards in all that they do and learning is of a very high quality. The school's expectations are very high and the pupils know that if they do their best they will be successful. The building itself is not attractive and many parts are in need of repair. Through hard work, teachers successfully make their classrooms stimulating and exciting places to learn. There are beautifully presented displays of pupils' work around the school, which add a lot of colour to the learning environment. A combination of very positive factors, outlined in the following paragraphs, produces this stimulating atmosphere.

The headteacher gives outstanding leadership and is supported very well by the deputy headteacher and the management team

2. The professional leadership of the school by the headteacher is outstanding. He has a vision for the success of the school, which involves all pupils and teachers achieving their potential in a safe and happy environment. He gives excellent, professional leadership. Among his many outstanding qualities is his resolute determination that every pupil will receive the best educational opportunities that can be provided. He provides a quiet presence in the day-to-day running of the school and commands the respect and commitment of staff, pupils and parents. He is very meticulous in his work and implements and manages good systems to aid the smooth running of the school. For example, he has developed very detailed systems to analyse thoroughly the statistics relating to pupils' attainment and progress. He uses these very well indeed to drive all aspects of the curriculum with the intention that standards will rise even further. He is very well supported in this work by a very efficient deputy headteacher, management team and hard-working, conscientious staff. They now use information from the analysis very well in their planning.
3. The school has committed, knowledgeable and supportive governors, who meet regularly as a group. The governing body fulfils its statutory duties well, for example through committees for finance, curriculum and premises. Good use is made of the skills of individual governors on these sub-committees. The governing body is fully involved in setting and agreeing the school's budget. Governors are also fully involved in developing the school improvement plan. They support the headteacher and staff well in monitoring and evaluating all aspects of the school's work.
4. All members of the management team work together to ensure that standards remain high and that the pupils' very good quality of learning is achieved in a happy, purposeful but relaxed atmosphere. This strong ethos has a positive impact on standards.
5. The outstandingly efficient way in which the school monitors its work and takes prompt and successful action on its findings means that it maintains high standards through effective planning. Additionally, the school spends its money most prudently. For example, the money allocated to special educational needs is wisely used to provide good support for the pupils on the special educational needs register. This means that they are able to achieve the targets set in their individual education plans and, therefore, make good progress. Funding is made available to ensure that the needs identified in the school improvement plan are met. This careful budgeting ensures that high standards are maintained in all aspects of the school's work. The drive for high standards pervades

all of the work of the school and enthuses everyone, including the pupils. For example, the staff's enthusiasm for the modern foreign languages programme excites the pupils. As a result, they work hard and make rapid progress in acquiring knowledge, skills and understanding.

It has, consistently, very good teaching in all key stages and all subjects

6. The quality of teaching is very good and a major strength of the school, with the result that pupils learn rapidly. They achieve high standards in all subjects. No unsatisfactory teaching was seen during the inspection. Indeed, in over 90 per cent of lessons seen, teaching was good or better. Almost half of the lessons were very good with a further 16 per cent excellent, notably in literacy and modern foreign languages.
7. This very good teaching produces very good learning by pupils in all subjects. Classroom assistants give strong support to teachers and this, together with the consistent approach adopted by all staff, leads to the pupils making very good progress. Teachers plan lessons very carefully. They precisely target what each pupil is to learn in each lesson and they share these objectives with all pupils. This means that pupils have a very clear understanding of what they are to do. For example, in a Year 2 literacy lesson, the clear and precise instructions that the teacher gave the pupils meant that they knew exactly what they were to do, and why. They happily wrote new lines for poems using simple poetry structures. They had fun with the words which alliterated their sentences.
8. Teachers expect pupils to behave well and work hard. They respond to this encouragement and quickly learn to think for themselves. For example, in a Years 1 and 2 music lesson the teacher's enthusiastic approach and her expectation that all the pupils would join in and enjoy themselves meant that the whole class did just that. They had fun trying out hand signals for three note patterns of music and, by practising hard, made very good progress during the session. Teachers plan interesting lessons with challenging activities that are well matched to the needs of individual pupils. For example, in a Year 5 English lesson pupils were challenged to locate information and make notes using a variety of resources. These included the contents and index sections of books, library cataloguing and a CD-ROM. This confronted them with a hard task which held their attention and interest throughout the session. Pupils were determined to succeed and did so with enthusiasm and enjoyment. Their research and library skills improved rapidly. After lessons such as these the pupils remark that they think learning is fun.
9. Teachers have good subject knowledge. They share their expertise with each other, so that the pupils benefit from receiving good, accurate information. The teachers are extremely good at intervening at just the right moment to move a pupil's learning forward to the next stage. An example of this was in a Year 6 science lesson when pupils carefully observed soil and drew conclusions as to how it was formed. The teacher's ability to ask probing questions of individual pupils at the right time and at the right level meant that the pupils moved quickly to the next stage of learning. Teachers have confidence in their pupils' ability to learn and do not over-direct them.
10. The headteacher, deputy headteacher and Key Stage 1 co-ordinator monitor teaching very effectively. They are very aware of the teachers' strengths and quick to give support where it is needed. All staff value each other's work and relationships between all adults are excellent. They are exceedingly good role models for the pupils, who learn well from their example. The teachers clearly enjoy teaching very much and their passion and enthusiasm spills over to the pupils. Thus, pupils enjoy learning and reach high standards. The enthusiasm of the teacher, her excellent subject knowledge and love of poetry was so evident in an outstanding literacy lesson that the pupils were carried along

in the excitement of sharing the poem. They were highly motivated and reached a very good level of understanding of a complex piece of writing.

It has a very good curriculum which is relevant to all pupils and offers them a wide range of experiences to prepare them well for the future

11. The school provides very good learning opportunities in all subjects. The curriculum is relevant to all pupils and also provides very well for their academic and personal development. Thus pupils are very well prepared for life and for their transfer to secondary school. The subjects of English, mathematics and science are given a good proportion of school time. The school has implemented the National Literacy and Numeracy Strategies very effectively. The strategies give clear guidance to teachers and support for their very good teaching in English and mathematics. Very good links are made between other subjects to enable pupils to use the skills which they learn in one subject to further their knowledge of another. For example, pupils in Year 4 used knowledge gained from science lessons about healthy eating to create in a design and technology lesson a well-balanced lunch for a lighthouse keeper. The school's planning reflects its regard for the importance of the foundation subjects, supplemented with modern foreign languages. This produces a successful curriculum not confined by the demands of the literacy and numeracy initiatives. Further, the breadth of learning taking place has a positive effect on both literacy and numeracy. It enables pupils to use their literacy and numeracy skills to supplement their learning across the whole curriculum, thus improving standards not only in literacy and numeracy but also over a wide range of subjects.
12. The school's policy of grouping pupils in English, mathematics and science is very effective. Based, as it is in Key Stage 2, on each pupil's ability to work independently it matches very well the needs of all pupils. The system allows the teachers to challenge all of their pupils and move their learning forward at a very good pace. As a result the pupils make very good progress in these subjects and achieve consistently high standards.
13. However, what make this school's curriculum exceptional are the range and quality of opportunities offered to pupils to develop their understanding of global issues. The school's involvement in the Comenius European Project brings many benefits to the pupils. For example, all pupils learn some French, German and Italian during their time in the school. They help to produce books and cassettes on set themes, which they share with their partner schools in France, Germany and Italy. There are very good opportunities for the schools taking part in the project to work together. This is very effective in increasing the pupils' understanding of cultures and life-styles other than their own. The pupils learn about world-wide issues and gain a tolerance and respect for other peoples' ideas and points of view. This is exceptional in children of this age group.
14. In addition, the number of visits and visitors that the school organises for the pupils greatly enhances their knowledge and understanding of a wide variety of subjects. Wherever possible, the school involves the pupils in community projects. They learn life skills, such as in the police 'Crucial Crew' project and the St John's Ambulance training programme. As a result, pupils are well prepared for both the next stage of their education and life in the community outside school. These factors, plus the importance placed on subjects such as art and music, provide pupils with a well-rounded, rich curriculum. This inspires them. Pupils are eager and keen to learn. Consequently, they achieve very good standards.

WHAT COULD BE IMPROVED

Standards in information and communication technology, which are not as high as in other subjects

15. There is room for improvement in the standards in information and communication technology, not because standards are low, but to bring them to the same high level as in other subjects. At Key Stage 1, pupils use well information and communication technology to word-process their writing and draw and paint pictures to illustrate their work. Pupils at Key Stage 2 use computers in their investigations. They collect information in a database and print out their results in a variety of graphs. They understand how to use information and communication technology as a tool in other subjects and this is effective in deepening their knowledge and understanding.
16. However, at Key Stage 2, pupils' abilities to use equipment to monitor external events or to explore the effect of changing variables in simulations are underdeveloped. This is partly due to lack of staff expertise in these areas but mainly because the school does not yet have the equipment to enable it to teach this part of the curriculum. For example, pupils would be unable to monitor the speed with which the temperature of melting ice changes in different locations because the school does not have the sensory equipment available for pupils to undertake such an experiment.
17. The school has identified this need and has begun a programme of improvement. Funding is being made available to complete the improvement plan. This is enabling staff to receive further training and will also provide more up-to-date equipment. The school will then have the ability to develop pupils' skills further in all the requirements of the information and communication technology curriculum. Recently, the school has concentrated on improving provision at Key Stage 1 with the result that standards here have started to rise. However, the programme for Key Stage 2 is not complete and, therefore, the impact on the standards for this age group is not so great.

The means by which the school informs parents of their children's attainment and progress

18. The school currently has satisfactory procedures for informing parents of their children's attainment and progress through reports, parents' evenings and contact with individual parents, where necessary. However, it has recognised the need to improve its provision in this respect, as not all parents are happy with the current arrangements.
19. The annual written reports for parents are of good quality and very much appreciated by the vast majority of parents. Most parents say that they feel quite comfortable in approaching the school to discuss problems that may arise. However, the arrangements on parents' evenings are not understood or valued by all parents. The school is addressing this issue and is reviewing the present system.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The governors and headteacher should;
- (1) raise standards in information and communication technology even further by carrying out the action needed for the development of information and communication technology, as already identified in the school's existing management plan;
(paragraphs 15, 16, 17)
 - (2) review the system for informing parents about their children's attainment and progress by exploring ways to match the needs of the parents and the school, particularly through the organisation of parents' evenings.
(paragraphs 18, 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
16	48	32	4	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	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	472
Number of full-time pupils eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	2.0
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	43	33	76

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	41	38	32
	Girls	33	29	41
	Total	74	67	73
Percentage of pupils at NC Level 2 or above	School	97 (86)	88 (95)	96 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	40	41	40
	Girls	30	32	33
	Total	70	73	73
Percentage of pupils at NC Level 2 or above	School	92 (96)	96 (96)	96 (97)
	National	84 (82)	82 (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	36	31	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	35	32	34
	Girls	28	26	27
	Total	63	58	61
Percentage of pupils at NC Level 4 or above	School	94 (81)	87 (94)	91 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	30	30	33
	Girls	27	24	28
	Total	57	54	61
Percentage of pupils at NC Level 4 or above	School	85 (88)	81 (96)	91 (94)
	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	0
Black – other	0
Indian	2
Pakistani	2
Bangladeshi	1
Chinese	0
White	467
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	25.5
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	95

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.

Financial information

Financial year	1999-2000
	£
Total income	901,764
Total expenditure	890,801
Expenditure per pupil	1,887
Balance brought forward from previous year	-4,657
Balance carried forward to next year	6,306

Results of the survey of parents and carers

Questionnaire return rate 42.4%

Number of questionnaires sent out	472
Number of questionnaires returned	200

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	4	1	0
My child is making good progress in school.	40	52	5	2	1
Behaviour in the school is good.	50	47	1	1	1
My child gets the right amount of work to do at home.	25	61	9	2	3
The teaching is good.	50	47	2	0	1
I am kept well informed about how my child is getting on.	17	57	17	6	3
I would feel comfortable about approaching the school with questions or a problem.	44	44	7	5	0
The school expects my child to work hard and achieve his or her best.	62	37	0	0	1
The school works closely with parents.	20	60	12	7	1
The school is well led and managed.	37	52	3	4	4
The school is helping my child become mature and responsible.	43	51	2	1	3
The school provides an interesting range of activities outside lessons.	30	47	10	5	8