

# INSPECTION REPORT

## **TOWER HILL PRIMARY SCHOOL**

Farnborough

LEA area: Hampshire

Unique reference number: 116142

Acting Headteacher: Mr P. Callaway

Reporting inspector: Ian Knight  
23031

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> September 2000

Inspection number: 800103

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Fowler Road Cove Farnborough Hampshire
Postcode:	GU14 0BW
Telephone number:	01252 541786
Fax number:	01252 376208
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs F. Jones
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Tower Hill is a large primary school serving the area of Cove in Farnborough. There are currently 272 pupils attending the school. They mainly live close to the school in council or Ministry of Defence accommodation. Most of the school population is white, although the proportion of pupils speaking English as an additional language is higher than in most schools. More pupils than average are identified as having special educational needs, but relatively few have statements of special need. There is a wide range of attainment on entry, but the overall picture is below average.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. Results in the Key Stage 2 National Curriculum tests are average or better when compared to all schools nationally and well above average when compared to similar schools. In addition, there is a clear trend of improvement. Standards seen in the school reflect a picture of good achievement. Teaching is sound overall and good in the Foundation Stage and in Key Stage 1. The acting headteacher is offering positive leadership, but is only in school for half the week. The school lacks a permanent headteacher and deputy headteacher. The governing body is not effective enough. Nevertheless, the school is currently offering sound value for money.

### **WHAT THE SCHOOL DOES WELL**

- The school achieves good results in the National Curriculum tests at the end of Key Stage 2, particularly when compared with similar schools.
- Pupils have good attitudes and behave well both in and out of class.
- Teachers have good relationships with pupils and manage behaviour well.
- The acting headteacher has already identified relevant issues for action and begun to address the most pressing.

### **WHAT COULD BE IMPROVED**

- The range of learning opportunities is not wide enough.
- Teachers do not always use the results of assessments sufficiently well to enable them to plan work that matches pupils' individual needs.
- The school lacks a permanent headteacher and deputy headteacher.
- The governing body is not sufficiently aware of its roles and responsibilities.
- Long term strategic planning is inadequate.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then, standards as measured by National Curriculum tests have risen at the end of Key Stage 2, whilst the standard of teaching has been maintained. Most of the key issues are still outstanding. Teachers' understanding of design and technology has improved. However, pupils are still not encouraged to take enough responsibility for their learning. Long term strategic planning remains unsatisfactory, and the governing body still does not fulfil its roles and responsibilities well enough. Overall, the school has not improved enough since the last inspection.

## 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
	1997	1998	1999	1999
English	C	B	C	A
mathematics	D	D	B	A
science	A	C	B	A

<i>Key</i>	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

These comparisons are now over a year old. The most recent results, for 2000, show significant improvement in English and mathematics. The 1999 results for Key Stage 1 were less good: that is, compared with all schools, writing was average, reading below average and mathematics well below average. Nevertheless, these results represented at least average attainment in English and science compared with similar schools, though mathematics was below average. The results for 2000 were not significantly different at Key Stage 1. Observed standards broadly reflected the grades above in Key Stage 2. When pupils' backgrounds and attainment on entry to the school are considered, this represents good achievement by the end of Key Stage 2. However, little evidence was seen of investigative work in mathematics and science. Results at the end of Key Stage 2 have been improving over the last few years overall, broadly matching the national trend. The school has set appropriate targets for its future performance.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils work hard, especially when work is well matched to their needs. They continue to concentrate well even when there are distractions.
Behaviour, in and out of classrooms	Good. Good relationships in class lead to good behaviour. In the playground, pupils play together sensibly, playing by the rules and taking turns.
Personal development and relationships	Sound. Although relationships are positive, pupils do not have enough opportunities to take responsibility for their own learning.
Attendance	Good. Attendance is above average overall and unauthorised absence is below average.

## TEACHING AND LEARNING

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

*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.*

Of the lessons seen, the teaching in 96 per cent was at least satisfactory. In 39 per cent it was good or better, including 7 per cent that had very good teaching. The teaching in 4 per cent of lessons was unsatisfactory. Literacy and numeracy are taught soundly overall, leading to sound learning in the lessons observed. The best teaching included clear planning and high quality relationships between pupils, and between pupils and teachers. Pupils' basic skills are reinforced well and lessons have good pace. Focused teaching, taking account of the needs of national tests is effective in raising achievement at the end of Key Stage 2. When teaching lacks the same sparkle, assessment information is not used well enough, so that tasks are not matched to pupils' needs closely enough. This means that learning takes place at a steady, rather than brisk, pace. Special needs support is effective. Pupils work hard and learn well when they are challenged well. In these lessons, they try hard to please the teacher and complete work effectively.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory in the foundation stage; unsatisfactory for Key Stages 1 and 2 because investigative work in mathematics and science is not emphasised enough. Despite improvements, provision for information and communication technology does not yet meet statutory requirements. The range of extra-curricular activities is narrow.
Provision for pupils with special educational needs	Sound provision.
Provision for pupils with English as an additional language	Sound provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Sound overall. The provision for moral development is improving through, for example, the introduction of 'golden rules' throughout the school. Social development is well developed through the high quality of relationships, but pupils do not have very many whole-school responsibilities; for example, there is no school council or monitor system.
How well the school cares for its pupils	Sound. Appropriate procedures are in place to ensure pupils' safety. However, there is little effective recording of what pupils know, understand and can do, and so tasks are not always well matched to their needs. The setting of individual targets for pupils is just beginning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory. At present the leadership of the school is insecure because it lacks a permanent headteacher and deputy headteacher. The acting senior management team do not yet have clearly defined roles. Nevertheless, the acting senior management team have already been effective in, for example, improving behaviour in the school. Plans are in hand to appoint a permanent headteacher and deputy headteacher from January.
How well the governors fulfil their responsibilities	Unsatisfactory. The governing body is a supportive group but has been too reliant on the headteacher and other professional staff and has not established itself as a critical friend to the school. Not all statutory requirements are in place, for example, areas of mathematics and information and communications technology are not taught in full.
The school's evaluation of its performance	Sound. Test results are analysed and the results acted upon. Teaching is monitored by the acting headteacher.
The strategic use of resources	Unsatisfactory. Although staff and learning resources are used appropriately, strategic planning is unsatisfactory. The school development plan is skeletal in the extreme.

The school applies the principles of best value soundly in its purchases and when comparing its performance with other 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"> <li>• Their children like school.</li> <li>• They feel their children make good progress.</li> <li>• They feel the teaching is good.</li> <li>• They think the school expects children to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• They feel that behaviour is not good enough.</li> <li>• They do not believe the school works closely with parents.</li> <li>• They think the school is not well led and managed.</li> <li>• They think there are not enough extra-curricular activities.</li> </ul>

The team broadly agreed with parents' positive views. They found that behaviour was good, and, in discussion with staff and pupils, concluded that concerns about behaviour, links with parents and management stem from incidents in the past. The school is now working much more closely with parents. Nevertheless, the management of the school is currently insecure, as there is no permanent headteacher. The team agreed that there are too few extra-curricular activities.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **The school achieves good results in the National Curriculum tests at the end of Key Stage 2, particularly when compared with similar schools.**

1. In the 1999 Key Stage 2 National Curriculum tests, the school achieved average results in English and above average results in science and mathematics when compared to all schools nationally. This is an improvement since the last inspection when standards in English, mathematics and science were average. The picture is even better if the school is compared only with those with a similar intake, based on the proportion of pupils eligible for free school meals. In all three subjects, the school achieved well above average results when compared to similar schools. Closer analysis shows that this is because above average numbers of pupils achieved the higher levels. An analysis of recent trends shows the 1999 results were significantly better than previously. This is particularly impressive because pupils enter the school with below average attainment.

2. National comparisons are not yet available for the tests taken in 2000. Nevertheless, the trend of improvement in 1999 has continued into 2000, in that the school has maintained the proportion of pupils gaining the higher levels and significantly improved the numbers gaining the expected level (Level 4). The results of formal end-of-year tests for this group of pupils show that they made good gains in knowledge during Key Stage 2. Their completed work was available for inspection, and this confirmed their high standards. Pupils are expected to work at high levels, especially the higher attaining pupils, although some aspects are emphasised more than others. For example, the main emphasis in mathematics has been on number, shape and space and data handling, with little attention paid to investigative mathematics or to ensuring that pupils use the knowledge and skills they have gained in a variety of contexts to improve their understanding of mathematics.

#### **Pupils have good attitudes and behave well both in and out of class**

3. Prior to the inspection, the registered inspector held a meeting with interested parents and considered an analysis of the questionnaires completed by parents. Some parents also wrote letters to the team. All of these indicated that parents were deeply concerned about the behaviour of pupils in the school. Indeed, over a quarter felt unable to agree with the statement that behaviour in the school is good. In the meeting incidents that had taken place on the playground were described and parents felt that they did not know the school's policy about behaviour and bullying. An analysis of the documentation sent by the school also revealed concerns about behaviour within the school. As a consequence, the issue of pupils' behaviour was followed through by the team, who observed lessons, registration periods, playtimes and lunchtimes, and held discussions with some older pupils.

4. However, the team found that pupils behave well in the school. In lessons, they have good attitudes to work and try hard to please their teachers, even if the lesson itself is uninspiring. If the content of the lesson is particularly well planned, then pupils become fired with enthusiasm. For example, very good levels of concentration and effort were seen in a Key Stage 2 lesson using

information and communications technology to support the learning about the Egyptians in history. The program used was a simulation and supported the topic well. This excited the pupils, who collaborated well in pairs, although they were sometimes too excited to record their findings fully. Good behaviour was also seen in a Key Stage 1 literacy lesson. The teacher had high expectations of behaviour and learning, which challenged the pupils appropriately. As a result, pupils had good attitudes to the lesson and enjoyed success within it, as they identified verbs ending in '-ing'. This lesson had a rapid pace, which effectively maintained pupils' interest and contributed positively both to their attitudes and the learning that resulted.

5. Pupils also demonstrate the ability to concentrate when the surroundings are distracting. This was seen when all of the Year 3/4 classes had outdoor physical education on the same afternoon. Despite the obvious distractions afforded by two other classes nearby, pupils remained attentive to their own teacher, listening well to instructions and carrying them out effectively.

6. Playground behaviour is good. Pupils use the markings well and play complex ball games with good regard to the rules, which they all understand well. No adult intervention is required to enforce, for example, the taking of turns or queuing for a turn, and no major disagreements were seen. Older pupils do report that behaviour is much improved in this academic year as compared with the last one, as a small but significant group of pupils has now left the school. They also pointed to the introduction of the 'Golden Rules', introduced by the acting headteacher and reinforced by him, as a factor in the improvement that they perceived.

### **Teachers have good relationships with pupils and manage behaviour well**

7. The new behaviour policy and the negotiation of rules for individual classrooms have had a part to play in producing the good behaviour seen during the inspection. Nevertheless, the main reasons for the good behaviour in classes were the skill of the staff in managing behaviour and their very positive relationships with pupils.

8. These good relationships and behaviour management were seen throughout the school. In Reception, for example, the teacher's manner when introducing early literacy activities effectively raised the children's self esteem. The majority of these children had only been in school for a few weeks; some had arrived only that day. The use of games, carefully structured questioning and regular changes of activity held the attention of these young children and enabled them to learn well. The teacher's warmth when she reinforced her expectations of behaviour, for example, putting hands up to answer and taking turns, meant that by the end of this lesson the incidence of calling out was noticeably reduced.

9. In a Year 1 science lesson, there was a sense of pleasure in each other's company. The teacher listened animatedly to pupils' responses and clearly valued them. This was achieved without being patronising, and inspired pupils to work hard. As a consequence, behaviour management was invisible, and pupils learned well because they wanted to please their teacher.

10. With older pupils, discipline is more visible, and achieved through the good use of a clear voice together with good relationships. Clear instructions and demonstrations on the use of a thesaurus in a Year 5 literacy lesson allowed the pupils to settle well to the task in hand. The teacher's authority was enhanced by the use of a firm voice in giving clear instructions and holding pupils' attention. The result was that pupils worked hard and achieved the lesson's objective: to be able to use a thesaurus effectively.

**The acting headteacher has already identified relevant issues for action and begun to address the most pressing.**

11. There was little strategic planning in place when the acting headteacher took up his post in September. However, through informal meetings with the governors, staff and parents before his arrival, he was able to determine some preliminary areas for action. These included behaviour management, the use of time, the provision for information and communications technology, music provision and the nature of setting in Key Stage 2. As reported, much headway has already been made in the area of behaviour management. The introduction of the 'golden rules' and regular meetings with midday supervisors are among some suggested strategies that have already borne fruit.

**WHAT COULD BE IMPROVED**

**The range of learning opportunities is not wide enough**

12. The school teaches all the required subjects of the National Curriculum, but these do not all meet statutory requirements. In particular, there is little teaching of investigative mathematics in Key Stage 2, and experimental science is not well developed. Not all of the required elements of information and communications technology are taught, although this is partly due to the age of much of the hardware, and plans are well advanced to correct this. Time is not always well used during sessions: in some lessons, pupils finish work and are ready to leave several minutes before the end of a lesson. Registration periods are effective in meeting the statutory requirements, but little is done to make this time useful through, for example, sets of 'early morning problems'. In their responses to the parents' questionnaire, 48 per cent did not agree that the school provides an interesting range of activities outside lessons, with a further 13 per cent who did not know. The team agreed that the range of such activities is too narrow.

**Teachers do not always use the results of assessments sufficiently well to enable them to plan work that matches pupils' individual needs**

13. The school uses a number of forms of assessment to track the progress of individual pupils. However, the information is not used consistently in planning lessons. The inspection took place at the beginning of the school year and many pupils were still settling down into their new classes. The assessment information available on pupils was not used in some lessons, and teachers had little idea of the capabilities of their class. This meant that some pupils were not challenged enough in these

lessons, for example, in a Year 4 numeracy lesson in which the whole class worked from the same page of a textbook. Even though this class was formed on the basis of pupils' prior attainment in mathematics, there was still a range of ability in it that was not effectively acknowledged in the teaching. In a number of literacy and numeracy lessons, the use of unamended textbook exercises meant that all pupils in the class were doing the same work, which failed to challenge higher attainers. One explanation for this approach was that teachers are not yet fully aware of pupils' needs, despite the availability of records from previous years.

### **The school lacks a permanent headteacher and deputy headteacher**

14. The previous headteacher and deputy headteacher both independently left the school in the summer of 2000. Despite its best efforts, the governing body was unable to make an appropriate appointment for the autumn term. This has meant that an acting headteacher has been appointed for this term. He is already the headteacher of another local school and is only contracted to be present in this school for half of each week. A member of the permanent staff is currently acting as deputy headteacher. This situation is unsatisfactory as clear terms of reference for these two posts were only agreed after the inspection ended, and it is unclear how the leadership of the school will operate when the acting headteacher is absent, as the acting deputy headteacher has a full teaching commitment herself. Plans are in hand to give the acting deputy headteacher time for this role when the acting headteacher is absent, but it remains unclear how the arrangement will operate in practice and whether it will adversely affect the education of her class in the interim. Consequently, the leadership of the school is currently insecure. Plans are in hand, however, to appoint permanent postholders from January 2001.

### **The governing body is not sufficiently aware of its roles and responsibilities**

15. The previous report stated that the governing body was not a coherent group and that, although individual governors support the school effectively, the governing body was not active enough in strategic management of the school. This remains the case. The governing body has been over-reliant on information filtered through the previous headteacher, and has not operated as an effective critical friend, preferring to defer to the opinions of professional staff. Although the governors are enthusiastic and keen to help the school, they currently lack all the skills necessary to operate effectively. Governors have been diffident about training, although some has taken place. The governing body has not monitored the work of the school closely. Some members are active in school as voluntary helpers, which is welcomed, but this system lacks the rigour of true monitoring. Consequently, the governing body is not effective enough in its role of holding the school to account.

### **Long term strategic planning is inadequate**

16. The last report stated that the process of school development planning was well established, but that the evaluation of outcomes was not rigorous enough. This remains the case. Development planning involves consultation with a range of interested parties, following which priorities for development are decided. However, a scrutiny of past plans

shows that there is no agreed means of judging the success of most of these targets. It is unclear who is to be responsible for the developments and within what time scale. Consequently, their value as planning tools is restricted to the identification of areas, with no action specified to improve matters.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

17. In order to address the areas for development identified, the governors and staff should:

- As a matter of urgency, clarify the exact roles and responsibilities of the acting senior managers, especially for those times when the acting headteacher is absent from the school, and take all reasonable steps to appoint a substantive staff to these roles.
- Ensure that all of the National Curriculum orders are incorporated into teachers' practice, especially those more practical aspects of mathematics and science that are not included in the annual National Curriculum tests.
- Ensure that all available teaching time is used effectively.
- Ensure that there is a formal method of passing assessment results to future teachers, and that the information is used in planning, so that all pupils are appropriately challenged.
- Improve the effectiveness of the governing body through the training currently offered for school self-evaluation.
- Construct long term strategic plans with clear terms of reference that show clearly who is to be responsible for developments, the action to be taken and to what time scale, and how success will be measured.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	7

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	32	54	4	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)	NA	272
Number of full-time pupils eligible for free school meals	NA	45

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	NA	2
Number of pupils on the school's special educational needs register	NA	98

#### **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	37
Pupils who left the school other than at the usual time of leaving	46

### *Attendance*

#### **Authorised absence**

	%
School data	95.3
National comparative data	94.1

#### **Unauthorised absence**

	%
School data	0.3
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	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	28	29	57

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	21	24	25
	Girls	25	25	24
	Total	46	49	49
Percentage of pupils at NC Level 2 or above	School	81 (74)	86 (80)	86 (71)
	National	82 (81)	83 (81)	87 (86)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	19	21	17
	Girls	26	24	23
	Total	45	45	40
Percentage of pupils at NC Level 2 or above	School	79 (67)	79 (70)	70 (72)
	National	82 (81)	86 (85)	87 (86)

*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	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	22	21	43

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	12	13	19
	Girls	17	15	17
	Total	29	28	36
Percentage of pupils at NC Level 4 or above	School	67 (73)	65 (48)	84 (73)
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	9	16	17
	Girls	17	17	17
	Total	26	33	34
Percentage of pupils at NC Level 4 or above	School	60 (64)	77 (61)	79 (73)
	National	68 (65)	69 (65)	79 (71)

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

*Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	4
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

*Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
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	2	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)	13
Number of pupils per qualified teacher	20.9
Average class size	22.7

#### **Education support staff:**

##### **YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	230

#### **Qualified teachers and support staff:**

##### **nursery**

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

Total number of education support staff	NA
Total aggregate hours worked per week	NA

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

### *Financial information*

Financial year	1999/2000
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	£
Total income	498215.00
Total expenditure	524433.00
Expenditure per pupil	1809.00
Balance brought forward from previous year	46623.00
Balance carried forward to next year	20405.00

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out	272
Number of questionnaires returned	63

### Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	61	31	6	2	0
My child is making good progress in school.	56	40	3	0	0
Behaviour in the school is good.	31	39	8	19	3
My child gets the right amount of work to do at home.	32	51	10	6	2
The teaching is good.	63	35	0	0	2
I am kept well informed about how my child is getting on.	25	57	16	0	2
I would feel comfortable about approaching the school with questions or a problem.	56	27	8	10	0
The school expects my child to work hard and achieve his or her best.	56	39	0	2	3
The school works closely with parents.	25	43	6	19	6
The school is well led and managed.	34	39	5	19	3
The school is helping my child become mature and responsible.	41	44	8	2	5
The school provides an interesting range of activities outside lessons.	16	24	27	21	13

### Other issues raised by parents

Parents felt that the ethos of the school had changed in the previous eighteen months or so and that behaviour had deteriorated as a consequence. The team found that behaviour in and out of lessons was good.