

INSPECTION REPORT

BECKFORD PRIMARY SCHOOL

LONDON

LEA area: Camden

Unique reference number: 100009

Headteacher: Ms Dilys Hoffman

Reporting inspector: Mrs S. Vale
22476

Dates of inspection: 20th -21st May 2002

Inspection number: 230392

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11 years
Gender of pupils:	mixed
School address:	Dornfell Street London
Postcode:	NW6 1QL
Telephone number:	0207 435 8646
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Hunter Danskin
Date of previous inspection:	24 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beckford Primary school with 446 boys and girls is twice the size of the average Primary school. It is situated in a socially and culturally mixed area of Camden in north west London. The percentage of pupils known to be eligible for free school meals is approximately half the school population and is well above the national average. Likewise the percentage of pupils speaking English as an additional language is also very high and numbers more than one third of the school with over 40 different languages being spoken. The school receives pupils from a wide variety of ethnic backgrounds. The percentage of pupils identified as having special educational needs, including statements, and pupils with behavioural problems, is more than one third of the school and again is above the national average. The number of pupils with statements of special educational needs, 20 of them in all, is also above the national average. Attainment on entry is well below what is expected for pupils of this age.

HOW GOOD THE SCHOOL IS

Beckford Primary school is a very good school. It allows all pupils of whatever academic and physical ability to achieve to their highest potential. The outstanding high quality of leadership and management, the good teaching, and the unique way the school includes all pupils ensure that everything is directed to giving the pupils a very good quality of education. As a result it provides very good value for money.

What the school does well

- Teaching is very good. Teachers always expect the most from their pupils whatever their ability. Work is made interesting and challenging whilst being within the grasp of all pupils. No child is ever excluded from any activity whatever their individual academic or physical demands.
- The determined, outstanding, and sensitive leadership of the headteacher, the very good teamwork of the staff and the very good support of governors ensure that everything is directed towards giving the pupils a very good quality of education.
- Assessment and monitoring of both teaching and pupils' work are very good. This helps teachers to identify pupils' needs, to value the individual and to plan challenging work, geared to individual pupils' levels of ability.
- Relationships, pupils' personal development and the way they are included in all activities are excellent. Each child is valued and respected for their own uniqueness. This is an outstanding feature of Beckford Primary School.
- The high level of support given by the learning support assistants is one of the main reasons why the pupils are able to achieve to the best of their ability.

What could be improved

- Pupils' attendance and punctuality.

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 maintained its good standards and continued to improve since its last inspection in November 1997. The quality of teaching continues to be good with more lessons judged to be very good. The key issues for action identified by the last inspection have, overall, been well addressed. The provision for art, design and technology, physical education, and religious education, for example, has much improved and pupils achieve to a much higher standard. The roles of the

subject co-ordinators and the senior management team are also more clearly defined, which shows an improvement since the last inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	E	B	A*	well above average A above average B average C below average D well below average E
mathematics	A	E	E	B	
Science	A	D	B	A*	

When compared to schools nationally, standards achieved in the national tests at the end of Year 6 are well below average in mathematics, and above in English and science. In comparison with similar schools they are above average in mathematics, and very high in English and science where they are in the top five per cent of all similar schools. Overall, there has been a steady rate of improvement over the last four years. Pupils enter the nursery with standards which are well below what is expected for pupils of this age. They make very good progress and by the time they enter Year 1 the majority of pupils are well prepared to start the national curriculum. The standards achieved at the end of Year 2 in reading, writing and mathematics are well below average but pupils achieve well in reading and writing compared with similar schools. They continue to make good progress and all pupils regardless of their academic or physical ability achieve to the best of their ability. Throughout the school, pupils with special educational needs make very good progress and reach high standards for their capabilities. Higher achieving, and gifted and talented pupils also make good progress. The school sets demanding targets in order to maintain and continue to improve standards and they strive hard to achieve them. The findings of the inspection confirm the standards reached in the national tests. Children in the Foundation Stage reach good standards in most aspects of their learning, and they make particularly good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen and want to come to school. They take a genuine interest in their work, which helps them to make very good progress.
Behaviour, in and out of classrooms	Good. Pupils behave well, are polite and have good manners. 'Respect' is Beckford's theme for the year and pupils respond to this very well, treating each other with respect, regardless of race, or disability.
Personal development and relationships	Excellent. All members of the school community work and play together in total harmony. Very good relationships are characterised by respect, politeness and trust.
Attendance	Unsatisfactory. Authorised absence is high.

Attitudes, behaviour and personal development all contribute to the excellent inclusivity which is a particular strength of Beckford Primary. They are also highly supportive of the good achievement

and progress which pupils make. Attendance is unsatisfactory, with high levels of authorised absence. Many pupils arrive late to school every day.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	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.

Overall, the quality of teaching and learning are very good throughout the school. High quality teaching of English and mathematics, including literacy and numeracy, enables pupils to make very good progress. Teachers have very good knowledge of these subjects. They use good question and answer sessions to make the pupils think and to ensure their learning takes place. They have high expectations of the standards that the pupils can achieve and motivate them to do their best. This means that the pace in lessons ensures that all pupils are challenged and concentrate on their work, the whole lesson. Teachers demonstrate a very good knowledge of how pupils learn and how to present subject matter to them at an appropriate level. As a result pupils have a good understanding of the subject matter. Teachers' planning is very thorough and detailed, and makes good use of assessments and ensures that all pupils regardless of academic or physical abilities are fully included in the lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well organised and encourages pupils' learning. The range and number of activities on offer to pupils outside the school day are very good.
Provision for pupils with special educational needs	Outstanding. Procedures for identifying and supporting pupils with special educational needs are fully in place and they have excellent access to the school's curriculum. They are extremely well supported and make very good progress towards their targets. Their inclusion in the life of the school, particularly those with emotional and behavioural difficulties is a real strength.
Provision for pupils with English as an additional language	Provision is very effective and allows all pupils equal access to the curriculum where they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' moral and social values are very well promoted. Provision for pupils' understanding of the multi-cultural nature of British society is also very good and positively encourages parental and pupil involvement of all faiths and cultures.
How well the school cares for its pupils	Very good. Assessment is very thorough and is used well to plan work to support pupils' individual learning. All staff know their pupils very well.

A particular strength of the curriculum is the focus given to personal development in order that pupils can cope with the curriculum to their best advantage. The excellent provision for personal development within the curriculum, and the focus this has in all that the school does is highly relevant to the pupils at Beckford. The school works very well in partnership with parents. They work together closely for the good of all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher gives the school very clear, sensitive and purposeful leadership. This results in very effective teamwork by the staff and a joint commitment to continuing high standards, despite the fact that many staff are new to the school. Staff with subject responsibilities perform their roles well
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its responsibilities very well. Governors take an active role in monitoring the school's finances, standards and the curriculum. This gives them a good knowledge of the school and allows them to support it well.
The school's evaluation of its performance	Excellent. The school analyses the results of annual tests carefully to ensure that high standards are maintained. There is very good monitoring of teaching, and work by other adults in the school, by the headteacher and senior managers. The school knows exactly what to do to and how it wants to develop in order to continue its very good improvement.
The strategic use of resources	Very good. The school's resources are used very well to promote pupils' learning. Any new initiatives are carefully costed and governors receive regular reports to enable them to judge the effectiveness of their spending.

Leadership and management are very strong. The headteacher leads the school in a determined, sensitive manner, solving problems and challenges by working with others involved in the school. Pupils and adults feel valued and enjoy being in school. The school applies the principles of best value well, it is careful not to become complacent. It seeks to compare itself against others and to challenge its own effectiveness; for example, the parents of last year's Year 6 pupils were consulted about what the school provides and how it could be improved.

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 • their children make good progress • behaviour is good • teaching is good • they feel well informed about how children are getting on • they feel comfortable about approaching the school • the school expects their children to work hard • the school works closely with parents • the school is well led and managed • the school provides an interesting range of activities 	<ul style="list-style-type: none"> • the amount of homework their children receive

The inspection team agrees with the positive comments of the parents many of which are clear strengths of the school. Concern was expressed about homework, some parents thought there

was too much and others too little. Inspectors found that homework was linked well to class work and was relevant to the needs of the children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is very good. Teachers always expect the most from their pupils whatever their ability. Work is made interesting and challenging whilst being within the grasp of all pupils. No child is ever excluded from any activity whatever their individual academic or physical demands are.

1. Teaching is very good. Ninety per cent of all teaching seen was good or better and of this 42 per cent was very good or better. This very good teaching is spread throughout the school and this is why pupils are able to achieve and progress to the best of each individual's ability. Pupils get a good start in the nursery and reception classes and the effective teaching they receive as they move through the school has a very positive impact on the progress they make and their attainment. This is true for pupils of all abilities and in particular for the large number of pupils with special educational needs and for those who are learning English as an additional language.

2. Teaching is very good for a number of reasons. Teachers have a very good knowledge and understanding of subjects and this helps them to set challenging and interesting work. They have very good knowledge of how children learn. For example, in a Year 6 numeracy lesson, pupils were working out formulae for bridge building. Pupils were highly motivated and pupils at all levels of ability were determined to solve the problems they were set, the best way they could. Whilst they all worked at different paces, the teacher allowed them to use their own knowledge and strategies to solve the problems and thus for them all to achieve. Teachers have very good relationships with pupils. For example, in a Year 4 lesson on literacy, the teacher listened very attentively to pupils' opinions about homelessness, and asked good questions to develop their thinking further. Teachers are very good at providing work suitable for the wide range of abilities within their classes. This ensures that all pupils learn to the best of their ability and yet are still challenged and interested in the work.

3. Imaginative and interesting work is a strong feature of many lessons. Teachers prepare some very good resources to stimulate pupils' interest and help them concentrate on their work. For instance, in a Year 5 science lesson, the teacher had gathered the resources and prepared the pupils well for them to dissect flowers. This good preparation meant that the pupils were interested and well motivated and got the most out of the lesson. The care teachers take in preparing their lessons means that pupils are never bored and are always eager to be involved and learn more. Again this was seen in a Year 4 numeracy lesson where pupils were learning how to manage a budget. The lesson was well planned and captured the pupils' interest right from the beginning enabling them to practise their mathematical skills in practical problem solving activities through situations which were relevant to them.

4. Another, and very important, factor in the very good teaching is that teachers manage pupils very well by always expecting the best of them and being sensitive to their needs. This is not always easy as some pupils in the school have low self-esteem and have to be constantly encouraged by their teachers to bring out the best in them. The good behaviour and enthusiasm of pupils to their learning is a direct result of the good relationships they have with their teachers and the atmosphere of mutual trust and respect seen in many classes.

The determined, outstanding, and sensitive leadership of the headteacher, the very good teamwork of the staff and the very good support of governors ensure that everything is directed towards giving the pupils a very good quality of education.

5. The headteacher has very clear values and ideals which she shares very effectively with her staff and governing body. She has a unique vision of equality for all, and is on occasions inspirational in the way she supports the pupils at Beckford Primary. The positive role model provided by the headteacher in her relationships with pupils encourages them to react well to one

another and to value each other's views and opinions, and varying degrees of abilities. The headteacher positively encourages the whole school community, pupils, parents and staff to celebrate the differences amongst them all and to appreciate how each individual has something special to offer the whole community.

6. The more clearly defined role of the co-ordinators and senior management team ensures that each curriculum subject area is well led, ensuring the raising of standards across the whole curriculum. Teachers with subject responsibilities fulfil their roles very well by planning for and monitoring development and their work feeds into the school improvement plan. This means that the provision for pupils continues to improve, as seen with the development of the adventure playground.

7. The headteacher and staff work very well with governors to ensure that they receive relevant information about the curriculum which enables them to monitor it effectively and focus their spending on improving the quality of education for the pupils.

8. Each governor takes a special interest in one subject and with regular visits ensures that they have extensive knowledge of the school's work. They have spent funds wisely with the result that standards of attainment have risen since the last inspection when compared to similar schools.

Assessment and monitoring of both teaching and pupils' work are very good. This helps teachers to identify pupils' needs, to value the individual and to plan challenging work, geared to individual pupils' levels of ability.

9. Planning is very thorough. Teachers not only plan for lessons very carefully by relating what they are going to teach with their medium and long term plans, but they also run through what they will do with the pupils to check that everything is working well and that they are using resources to their best possible effect.

10. Medium and short term plans which organise how each subject is to be taught, have been developed and refined a great deal since the last inspection. These give teachers very good guidance in some detail about what the lessons should contain and when certain topics will be covered. All short term plans, for example, follow an agreed shape and include information about what is to be learnt in the lesson, the activities pupils will do, and how these are to be made challenging enough for everyone in the class. Teachers plan clear tasks which are well organised to challenge all levels of ability and yet which at the same time support individual pupils' learning. They also include clear plans on how pupils with special educational needs will be supported in their learning. These plans are closely monitored by co-ordinators to ensure that pupils receive the best possible curriculum.

11. Teaching is also carefully monitored by the headteacher and senior staff. This also ensures that pupils receive the best possible standards of teaching available and hence ensures that standards remain high. The thorough assessment of pupils' work means that teachers are able to target support where needed, and provide work that is closely matched to pupils' needs. Individual learning targets are set and pupils are well aware of what their learning objectives are for each lesson. This has a positive effect on improving pupils' learning. The school has clear and concise strategies in place for assessment. The information on each pupil's progress and attainment is fully shared with parents and allows them a very clear understanding of exactly where their children are in their standards of learning.

Relationships, pupils' personal development and the way they are included in all activities are excellent. Each child is valued and respected for their own uniqueness. This is an outstanding feature of Beckford Primary school.

12. An outstanding aspect of Beckford school is the way it openly encourages respect and celebrates diversity for everyone who is within the school community. The warm caring atmosphere shows the respect held by both teachers and pupils for each other. For example, when talking to pupils of all ages and abilities, without exception, they were unanimous in the fact that what they really liked about Beckford was that they are all treated as valued individuals and that they have many special needs children as part of their school community.

13. The headteacher and staff know their pupils very well and show great concern for their personal as well as academic and physical development.

14. The majority of pupils respond well to their teachers in lessons. They are polite and show respect for each other's feelings. This is very noticeable during lessons, where there is true respect for each other's views and opinions when pupils work together. For example, during circle time in Year 1 where the pupils were discussing how they could say sorry to someone, the whole session was dealt with by the teacher with great sensitivity.

15. Well-organised activities, such as those seen in the foundation stage, help pupils to learn about personal development most effectively. For example, in nursery, there is much emphasis on promoting children's confidence, language skills and creativity. An angry child for instance was encouraged to change his attitude with the promise of helping the teacher to pack the 'pirate's' picnic bag tomorrow. This shows the respect which the teachers hold for their pupils and the children then learn by example.

16. The youngest pupils settle quickly to their work and are attentive mainly because of the teachers' clear expectations and well-established routines. Older pupils are given responsibilities, such as having Buddies to support, and they help with the arrangements for assemblies. One reward which older pupils can aim for is to be allowed to help with the younger pupils. This shows a mutual respect for different age groups within Beckford Primary. The school council is another area of school life which allows relationships and personal development to blossom. The school council is well organised and a useful forum for pupils to express both their ideas and concerns. The school treats it with the respect it deserves and pupils were unanimous in their belief that the staff treats it with the respect it deserves.

17. One aspect of personal development which is particularly well established is the raising of pupils' self esteem. Respect for the individual is evident in much of the work of the school, through its celebration and promotion of individuals' abilities. There are a small but significant number of pupils who lack self-esteem, but the school does everything possible to help them. This was illustrated well by pupils who belong to 'Task Force', a club for those pupils who have low self-esteem and who can be very disruptive towards both themselves and others. The club gives them the opportunity to take on responsibilities and thus raises their own self-esteem whilst helping others.

The high level of support given by the Learning Support Assistants is one of the main reasons why the pupils are able to achieve to the best of their ability.

18. The learning support assistants make a very valuable contribution to Beckford Primary School. They work extremely hard to support all aspects of pupils' learning, and this is one of the reasons why pupils with special educational needs make such good progress.

19. The learning support assistants are very well trained. They understand and know what is expected of them and they know the children in their charge very well indeed. The deputy head and the teacher in charge of special educational needs monitor their work thoroughly. Targets set are

relevant to the needs of the children whom they support and assist. The learning support assistants contribute to the excellent inclusive ethos at Beckford Primary School by ensuring that the children in their charge are fully integrated into the whole school curriculum. They are very positive in their attitudes and a very valuable part of the school community.

WHAT COULD BE IMPROVED

Improve pupils' attendance and punctuality.

20. This is an area identified by the school as a continual need. The school finds it difficult to improve its levels of attendance and punctuality, although appropriate procedures are in place to monitor and improve attendance. Whilst attendance figures have improved slightly since the last inspection, authorised absence is still much higher than schools nationally. Many pupils regularly arrive late to school, some as much as an hour after school has started. The school has strategies in place to support pupils who arrive late to school and teachers are very good at explaining what is happening in the lesson so that pupils can slot in with the minimum of fuss.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. In order to continue to improve, the governors, head teacher and staff should now;

(1) Improve the attendance and punctuality of all pupils by:

- continuing to involve parents in supporting regular and punctual attendance;
- talking to the pupils about the importance of attending school regularly, so that they can make the best progress possible;
- continuing with the good procedures which the school has for monitoring and improving attendance and revising these if necessary.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	15	3	0	0	0
Percentage	3	39	48	10	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

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)	37	402
Number of full-time pupils known to be eligible for free school meals		206

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	20
Number of pupils on the school's special educational needs register	1	194

English as an additional language	No of pupils
Number of pupils with English as an additional language	196

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence	%
School data	9.4
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	30	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	26	26
	Girls	23	24	24
	Total	47	50	50
Percentage of pupils at NC level 2 or above	School	80(69)	85(69)	85(85)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	24	24
	Girls	24	23	19
	Total	49	47	43
Percentage of pupils at NC level 2 or above	School	83(65)	80(77)	73(71)
	National	85(84)	89(88)	89(88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	30	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	24
	Girls	24	16	27
	Total	43	34	51
Percentage of pupils at NC level 4 or above	School	74 (59)	59(54)	88(73)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	22
	Girls	21	22	26
	Total	35	39	48
Percentage of pupils at NC level 4 or above	School	60(45)	67(55)	83(57)
	National	72(70)	74(72)	82(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	22
Black – African heritage	75
Black – other	41
Indian	8
Pakistani	3
Bangladeshi	23
Chinese	0
White	191
Any other minority ethnic group	24

This table refers to pupils of compulsory school age only.

91 Somalian Refugees

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	18.8
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	597

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37
Total number of education support staff	3
Total aggregate hours worked per week	597
Number of pupils per FTE adult	9.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	12

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	6	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	2	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	2001-2002
	£
Total income	1,615,699
Total expenditure	1,519,157
Expenditure per pupil	3,406
Balance brought forward from previous year	175,863
Balance carried forward to next year	272,405

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	439
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	3	2	0
My child is making good progress in school.	55	42	0	0	3
Behaviour in the school is good.	41	50	8	0	2
My child gets the right amount of work to do at home.	39	39	13	6	3
The teaching is good.	69	27	0	0	5
I am kept well informed about how my child is getting on.	48	42	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	22	8	2	3
The school expects my child to work hard and achieve his or her best.	50	44	2	2	3
The school works closely with parents.	45	44	8	3	0
The school is well led and managed.	58	30	8	3	2
The school is helping my child become mature and responsible.	58	38	3	0	2
The school provides an interesting range of activities outside lessons.	53	33	5	0	9

Parents were unanimous in the commendation of the school and the way it promotes pupils' personal development. They are really pleased with the inclusiveness of all pupils and in particular the way that children with special educational needs are included in the school.