

## INSPECTION REPORT

### **PETERSGATE INFANT SCHOOL**

Green Lane, Clanfield, Waterlooville  
Hampshire PO8 0JU

LEA area: Hampshire

Unique reference number: 116065

Headteacher: Diane Lawry

Reporting inspector: Carrie Branigan  
18113

Dates of inspection: 16 – 17 May 2000

Inspection number: 183023  
Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Green Lane Clanfield Waterlooville Hampshire
Postcode:	PO8 0JU
Telephone number:	023 92593950
Fax number:	023 92571340
Appropriate authority:	Governing body
Name of chair of governors:	Sandie Higginbottom
Date of previous inspection:	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Petersgate Infant School is a smaller-than-average-sized school for boys and girls aged four to seven with 190 pupils on roll. It is situated in the village of Clanfield, Hampshire, which is a commuter area surrounded by farmland. The social and financial circumstances of most families are broadly average. Pupils' attainment on entry varies each year from below the county average to above average this year. Over a third of pupils throughout the school have special educational needs (SEN), which is above the national average. The percentage of pupils with English as an additional language (EAL) is a little higher than most schools.

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

Petersgate Infant is an effective school. Pupils make a very good start in the reception classes and continue to make good progress as they go through the school. Pupils achieve very high standards because teaching is good. The headteacher, governing body and staff work very well together to ensure that the school continually improves. The school provides good value for money.

#### **What the school does well**

- Pupils make a very good start in the reception classes and leave the school with well-above-average standards in reading and mathematics.
- Teaching is good overall and all adults work together as a very effective team.
- Parents have very positive views about the school and recognise that their children are very well cared for.
- The headteacher, governing body and staff are clear about how to improve the school further, including the professional development of staff.
- Finances are managed very well through very good administration and evaluation of spending.

#### **What could be improved**

- Continue to share good practice, particularly the management of pupils' behaviour, pupils' presentation of work and teachers' marking to make teaching and learning even better.
- The professional development of staff, in particular their understanding of investigative work in science and in the use of information technology (IT) to support learning during some lessons.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The improvement the school has made since the last inspection (May 1996) is good overall, including the key issues which have been improved effectively. For example, the curriculum overall ensures that there is enough time for each subject. Standards have improved significantly from average to well-above average and teaching has improved from satisfactory to good overall. This has resulted from a significant improvement in the leadership and management of the school, particularly in the areas of analysing and evaluating the school's performance. As a consequence, the school fully recognises the areas that are needed to improve further, including those identified within the current inspection.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
reading	B	B	A	A
writing	B	B	B	B
mathematics	B	B	A	A

**key**

*well above average*    A  
*above average*        B  
*average*                 C  
*below average*        D  
*well below average*   E

The test results show that pupils have well-above-average standards in reading and mathematics, which have improved from above-average standards in previous years. Pupils' standards in writing are consistently above average. The test results reflect the work seen within the school. Pupils in the reception classes are achieving beyond the expectations for their age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Throughout the school the vast majority of pupils show consistently good attitudes to their work, teachers and each other. They are highly motivated and keen to learn.
Behaviour, in and out of classrooms	Good. The vast majority of pupils respond positively to what is expected of them. However, there is a significant minority in Years 1 and 2 whose behaviour is less good and inappropriate and can disrupt the learning of their fellow pupils.
Personal development and relationships	Good. Pupils collaborate well and use their initiative to further their own learning. Relationships are very good in the reception classes where pupils demonstrate high levels of responsibility and mutual respect.
Attendance	Good. Pupils' attendance is in line with national averages and unauthorised absence is below national averages.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	good	n/a

*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.*

Teaching is good overall and ranges from excellent to satisfactory. No unsatisfactory teaching was observed, which is a significant improvement on the last inspection.

Teachers' planning is effective in ensuring that ideas are presented well. The planning and organisation for learning in the reception classes is particularly good. All teachers know their pupils well and ensure that the work they plan is well matched to their ability, including higher-attaining pupils and those with SEN. Teachers' knowledge of literacy and numeracy is good, which is having a positive impact on pupils' learning. The school recognises the need to review teachers' understanding of science and how IT is used in the classrooms. The knowledgeable support staff and other adult helpers work as very effective teams with the classteachers and support pupils' learning purposefully.

The school's behaviour policy is very clear about procedures to ensure teachers manage pupils effectively and teachers generally have high expectations of pupils' behaviour. However, a significant minority of pupils, in Years 1 and 2, are not always fully checked and their silly behaviour can effect the concentration of others.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the National Curriculum are given due weight with appropriate emphasis on the National Literacy and Numeracy Strategies. Religious education (RE) fully meets requirements. Extra-curricular provision is good and homework, including reading, is appropriate.
Provision for pupils with special educational needs	Good. Individual Education Plans (IEPs) are well focused and pupils make good progress.
Provision for pupils with English as an additional language	Good. Well supported. The liaison between the specialist teacher and class teacher is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' spiritual, moral and social development is good. The provision for pupils' cultural development is satisfactory, particularly of their own culture.
How well the school cares for its pupils	Very well. The school takes seriously its responsibility towards the care of its pupils. The arrangements for safety, welfare and child protection are well organised and regularly monitored.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision for the school in raising standards. All staff work very well together as a very effective team.
How well the governors fulfil their responsibilities	Very well. The governing body is knowledgeable about its responsibilities and is very well informed about the work of the school.
The school's evaluation of its performance	Very good. The school analyses pupils' results thoroughly and the headteacher is clear about the quality and effectiveness of teaching throughout the school.
The strategic use of resources	Very good. The school is very clear about the priorities needed to improve the school and ensures that resources are used efficiently and effectively to support developments.

## 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 enjoy school and they recognise that their children are making good progress.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• Parents feel comfortable about approaching the school with questions or problems.</li> <li>• They are pleased with their child's standards and progress.</li> <li>• The attitudes and values the school develops.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The findings of the inspection agree with parents' positive views. The school is very welcoming and approachable. The inspection found that the range of activities outside lessons is good. Pupils regularly go on trips and there are opportunities for pupils to take part in a variety of clubs.

## **PART B: COMMENTARY**

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

#### **Pupils make a very good start in the reception classes and leave the school with well-above-average standards in reading and mathematics**

- 1 Pupils visit the school during the summer term before they start and parents are fully involved and knowledgeable about the organisation of the school through home visits and meetings with staff and headteacher. As a consequence, the school ensures that pupils make a very secure and successful start within the three reception classes.
- 2 The start to each day in school is very well managed. Pupils and parents are welcomed into the classrooms and pupils are encouraged to settle to a variety of activities. During these 'planning time' sessions, pupils are given good responsibility in choosing their activities. They place their name confidently on a board to show what they have chosen, and staff ensure that all pupils are fully involved. As a result, pupils show very good levels of working independently as well as collaboratively on these well planned and stimulating tasks. For example, a pair of pupils, from different classes, worked together on a story about a castle and discussed their ideas as they wrote and drew a large picture on an easel. Their story was then told articulately to others who had gathered round showing how confident and enthusiastic they were about their work.
- 3 At the end of each 'planning time' session pupils are then able to tell each other and show what they have done through carefully directed discussions with an adult. All staff have high expectations for pupils to ask questions and discuss what they have made or done. Pupils' confidence in speaking and listening is developed very effectively in such examples.
- 4 Due to the staff's high expectations for learning and personal development, by the time pupils reach compulsory school age they are achieving levels above those expected nationally. For example, many pupils are confident in retelling stories and have good knowledge of the alphabet and the use of dictionaries. In addition, they are able to respond very imaginatively through dance and role-play in a variety of situations, such as representing the life cycle of a dandelion through body movements.
- 5 The very good start pupils have in the reception classes continues through the school. Pupils leave the school with well-above-average standards in reading and mathematics and above-average standards in writing. The test results have improved significantly since the last inspection and the trend in results over the last three years has been consistently better than the national trend.
- 6 By the end of Key Stage 1, pupils are able to read with some maturity and discuss the books they are reading confidently. In addition, they show very high standards in their reading through using the sound of letters, word recognition and the meaning in the story as ways of supporting and correcting their reading. In mathematics, pupils' mental skills in recalling a variety of calculations are mostly correct and their reasons for how they worked out their mental and written calculations are articulated very well illustrating the maturity in pupils' skills in speaking. Pupils' skills in listening

are less well developed and are affected by their behaviour where a significant minority of pupils have difficulty in concentrating over longer periods of time.

- 7 Pupils' standards in writing are above average. For example, the vast majority of pupils are able to write in full sentences with some descriptive detail and with handwriting that is generally well formed and consistent. Pupils' use of punctuation is appropriate and pupils' spelling of simple words is generally correct. Pupils' very good levels of reading have supported their writing skills very well. However, the number of pupils who reach the higher level of writing are very few. The school is very aware about the need to develop this and has planned a variety of strategies to ensure improvement.
- 8 By talking to pupils and looking through their work, the school has been successful in using pupils' literacy and numeracy skills in other subjects such as writing in history and measuring in science. However, pupils' use of information technology (IT) is less well used.

### **Teaching is good overall and all adults work together as a very effective team**

- 9 The quality of teaching is good overall ranging from excellent to satisfactory. Teaching is very good overall in the reception classes. All staff work very effectively together and ensure that new members of staff feel fully supported. The teamwork ensures that all pupils are clear about what they are going to learn and as a result, different groups of pupils, such as those with special educational needs (SEN) and higher attaining pupils, are well supported and make good progress.
- 10 The quality of teaching has improved since the last inspection where it was judged to be satisfactory overall but had a significant amount of unsatisfactory teaching. In the current inspection no unsatisfactory teaching was observed. Teachers have improved their use of a range of strategies in teaching, such as the structure and organisation of lessons. In addition, their knowledge of pupils has improved which supports the teaching of specific knowledge and skills, such as grouping pupils when appropriate to support their achievements.
- 11 At the beginning of lessons throughout the school, teachers are generally very clear about the purpose of the session. They present the main ideas very well to pupils through clear demonstrations, such as in a Year 1 literacy session about story sequencing, and check their understanding through structured conversations and questions. As a consequence, pupils are confident about what they are doing and make very good progress in their work. In addition, teachers are skilled in changing their discussions and ideas with pupils to ensure they all understand and respond positively. For example, in a Year 2 dance lesson the teacher needed to clarify the intentions of the dance by changing the planned task and demonstrating further appropriate responses to the well-selected music.
- 12 Teachers have high expectations for pupils to work together on a task or as part of a group supported by an adult. The support staff and adult helpers show good levels of confidence when working with pupils because of the carefully shared planning and a clear focus on assessing pupils' achievements. The records kept on individual pupils are appropriate and support teachers in planning further work. As a result, pupils are set targets in writing and mathematics that are known by pupils who generally recognise where they need to improve. However, teachers' marking of books and the way pupils present their work is inconsistent in Years 1 and 2.

- 13 Teachers are well prepared and organised in ensuring there are enough materials for pupils to use. All staff have high expectations that pupils use these materials independently, such as measuring tapes in science and the computers when practising their spelling. The school grounds are used well, for example the pond by the reception classes for collecting and observing pondlife.
- 14 Teachers generally have high expectations for pupils' behaviour in a variety of situations, such as assemblies, lunchtimes and within the classroom. However, a significant minority of pupils are not fully checked by some teachers and pupils' silly behaviour can affect other pupils' concentration.

**Parents have very positive views about the school and recognise that their children are very well cared for**

- 15 Parents fully recognise that the school cares for their children. The responses to the questionnaire sent out to parents indicate that they are pleased with their child's progress and standards and recognise how the school is very approachable about any concerns they may have. They feel well informed about the work of the school.
- 16 The views of parents are fully justified about how well their children are supported. The school ensures that each pupil is known well and fully supported by all staff, including pupils with SEN and higher-attaining pupils. The use of outside agencies, such as specialist teachers and health visitors, is effectively organised and linked closely to the work of classteachers.

**The headteacher, governing body and staff are clear about how to improve the school further, including the professional development of staff**

- 17 The headteacher joined the school just over two years ago and has established a very effective team of staff. She has ensured that the improvements needed in the last inspection have been fully completed and reviewed. The school continues to analyse the available data, such as test results, which are clearly reported to governors and parents. The school's strategic plan for improvement is excellent in expressing the priorities for improvement, such as pupils' standards in writing. As a result, staff and governors are very clear about further improvements and recognise their personal role in the development of the school. For example, subject leaders have action plans that support the subject as well as indicate how they will support the targeted whole-school improvements.
- 18 The headteacher regularly monitors and evaluates the quality of teaching throughout the school, which is a significant improvement since the last inspection. She has a good working knowledge of individual teacher's strengths and areas for development. The feedback given to teachers about their performance is well received and they are clear about what they do well and how they need to improve. In addition, the school's procedures for developing the professional skills of teachers and support staff are very well organised and focused on the needs of the school and individuals based on analysing the available data, pupils' records and the quality of teaching.
- 19 The National Literacy and Numeracy Strategies have been introduced effectively showing a positive impact on pupils' learning, such as pupils' growing confidence in mental mathematics. The school recognises the need to review and develop other areas of the curriculum, in particular science and IT.

## **Finances are managed very well through very good administration and evaluation of spending**

- 20 The school clearly prioritises the budget to ensure that the improvements for the school are effectively financed and monitored. For example, spending on improvements in pupils' standards clearly shows the resources, including external support that are required.
- 21 The general financial administration within the school is very good and the procedures in place are very well organised to ensure that they run efficiently and unobtrusively. The governing body is fully informed about spending, and records are kept in very good order to ensure that costs are easily determined and managed. The principles of best value are clearly understood and used appropriately to ensure that spending is rigorously analysed, such as spending on school grounds. As a result, governors are very confident in using information and data to evaluate their spending in ensuring a positive impact on pupils' learning. For example, the high spending on support staff within classrooms has been recognised by governors as having a very positive benefit to pupils. As a result of evaluating the effectiveness of spending, the school is confident that it provides good value for money.

## **WHAT COULD BE IMPROVED**

### **Continue to share good practice, particularly the management of pupils' behaviour, pupils' presentation of work and teachers' marking to make teaching and learning even better**

- 22 The meetings for staff regularly focus on identifying and sharing aspects of good practice in the quality of teaching, such as teaching mental mathematics, based on the headteacher's and other staff's monitoring of teaching and pupils' work. As a result, there is a consistent approach throughout the school. However, where areas have not been fully discussed, although identified as future areas for improvement by the headteacher, there is some inconsistency in practice which affects pupils' learning, such as the management of pupils' behaviour and the presentation and marking of pupils' work.

### ***Behaviour management***

- 23 Although pupils' behaviour in classrooms and around the school, including playtimes and lunchtimes, is good overall, there is a significant minority of pupils, mainly boys in Years 1 and 2, who cause disruptions in lessons. Some teachers are very effective in ensuring that this type of behaviour is stopped quickly but other teachers are less effective.
- 24 The school recognises the difficult behaviour of some pupils and has developed a good behaviour policy, which clearly describes the procedures for maintaining acceptable behaviour and avoiding unacceptable behaviour. However, the policy is not fully effective in practice and as a result, some pupils' silly behaviour affects the concentration of others.

### ***Marking and presentation of pupils' work***

- 25 In examining pupils' work, inconsistencies in how teachers mark books and how pupils present their work are evident in Years 1 and 2. There is currently an

appropriate statement on marking which will form an agreed school marking policy. Where there is good practice, teachers' marking effectively indicates pupils' success and areas for improvement and pupils' work is well presented across all subjects. However, some teachers' marking lacks an appropriate commentary on pupils' work and, as a result, the expectations teachers have on pupils' progress is uncertain. In addition, some teachers do not sufficiently explain or check the presentation of pupils' work and allow pupils' books to be untidy, particularly in mathematics where pupils' workings out can be unnecessarily scruffy.

**The professional development of staff, in particular their understanding of investigative work in science and in the use of information technology (IT) to support learning during some lessons**

- 26 The school's procedures for developing staff's professional knowledge are good and well thought through. As a result, the school recognises that to ensure continued improvement, staff need to be updated in their knowledge of science and the uses of IT during lessons.

***Science***

- 27 Pupils' work in science and in the lesson observed generally indicates that pupils are working above expectations in their use of numeracy, such as in measuring using centimetres. However, their standards vary in other areas of science. This is due to teachers' lack of detailed knowledge of the requirements within the National Curriculum, in particular investigative work; for example, teachers are expecting pupils to complete whole investigations which, in some cases, are not necessary. This is particularly evident when pupils are asked to guess rather than predict the outcomes of their tests based on previous knowledge or evidence. As a result, pupils' efforts are not clearly focused on comparing or explaining their findings using simple scientific ideas.

***Information technology (IT) during lessons***

- 28 The use of the computer and other equipment, such as programmable robots, are planned and taught appropriately to ensure that pupils have a variety of IT skills. However, when examining pupils' work and observing lessons there are missed opportunities for pupils to fully use and apply their skills; for example, when pupils are writing stories or when pupils are constructing tables and graphs to present results.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29 Petersgate Infant School is an effective school where pupils attain very high standards, particularly in reading and mathematics. In the context of the school's many strengths, the following issues should be considered for improvement in the school's strategic plan:

- Continue to share good practice, particularly the management of pupils' behaviour, pupils' presentation of work and teachers' marking to make teaching and learning even better by:
  - ensuring that the good behaviour policy is fully understood by all members of staff and its use is monitored in practice so that pupils' learning is not adversely affected  
*(paragraphs: 14, 22-24)*
  - developing marking and presentation policies based on some already effective examples within the school so that pupils' progress and the pride in their work are made more explicit.  
*(paragraphs: 12, 22, 25)*
- The professional development of staff in science, in particular their understanding of investigative work, and the use of IT to support learning during lessons by:
  - ensuring that time is given to developing teachers' understanding of investigative work in science so that pupils make full use of their very good literacy and numeracy skills  
*(paragraphs: 19, 26, 27)*
  - ensuring that teachers' planning identifies the use of IT within lessons so that pupils are consistently using their IT skills where appropriate.  
*(paragraphs: 8, 19, 26, 28)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
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
14	21	36	29	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	190
Number of full-time pupils eligible for free school meals	N/A	18

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	67

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	5.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	44	30	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	41	41
	Girls	30	30	29
	Total	68	71	70
Percentage of pupils at NC level 2 or above	School	92 (89)	96 (86)	95 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	39	41	41
	Girls	30	30	29
	Total	69	71	70
Percentage of pupils at NC level 2 or above	School	93 (94)	96 (94)	95 (100)
	National	82 (81)	86 (85)	87 (86)

*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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	122
Any other minority ethnic group	0

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

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR– Y2**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	27

#### **Education support staff: YR – Y2**

Total number of education support staff	11
Total aggregate hours worked per week	188

### **Financial information**

Financial year	1998-1999
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	£
Total income	343291
Total expenditure	340259
Expenditure per pupil	1840
Balance brought forward from previous year	15159
Balance carried forward to next year	18191

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	98

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	1	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	47	49	6	1	1
My child gets the right amount of work to do at home.	40	52	6	1	1
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	62	36	2	2	2
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	60	38	2	2	2
The school is well led and managed.	73	26	1	0	0
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	26	38	14	4	19