

# INSPECTION REPORT

## **CHENNESTONE PRIMARY SCHOOL**

Sunbury-on-Thames

LEA area: Surrey

Unique reference number: 125094

Headteacher: Mr. D. W. Eversham

Reporting inspector: Mr. J. D. Eadie  
20191

Dates of inspection: 14<sup>th</sup> - 16<sup>th</sup> February, 2000

Inspection number: 191000  
Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Manor Lane Sunbury-on-Thames Middlesex
Postcode:	TW16 5ED
Telephone number:	01932 785 4777
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Mary Riley
Date of previous inspection:	10 <sup>th</sup> – 13 <sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr. J. D. Eadie	Registered inspector
Mrs. E. Parrish	Lay inspector
Miss C. Howard	Team inspector
Mrs. N. Moss	Team inspector

The inspection contractor was:

Power House Inspections

Grasshoppers  
1 Anglesey Close  
Chasetown  
Burntwood  
Staffordshire  
WS7 8XA

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
The quality of teaching is uniformly good throughout the school	
Leadership of governors, headteacher and management provides clear direction	
The pupils behave very well and have very good attitudes to their work and their school	
The school has created a stimulating working environment in which pupils want to learn.	
The school makes good provision for the more able pupils and for those with special educational needs.	
The school provides a good range of opportunities for the pupils.	
Provision for the pupils' moral and social development is very good. They develop responsible attitudes and independence.	
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
The quality of writing is not as high as standards in other aspects of English	
Pupils who are withdrawn for extra support sometimes miss assembly or areas of the curriculum.	
The school does not provide information for parents on the curriculum and there is not yet a home/school agreement in place.	
There are no terms of reference for the management teams in school.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is an expanding primary school in a residential area in the Sunbury East ward of Surrey. The school serves the immediate area, but an increasing number of pupils are admitted from other areas. Unemployment in the area is low. About a third of the pupils join the school in the reception class, the remainder joining at the age of seven from two local infant schools. There are 396 pupils on the roll at present, 9 of whom are under the age of five and attend part time in the reception class. Approximately nine per cent of the pupils are eligible for free school meals, which is below the national average. Just over two per cent of the pupils are of non-white ethnic origin, and about half of these come from homes where English is not the first language. There are 30 pupils on the school's register of special educational needs, and one of these has a statement of special needs. Most of the pupils have had some form of pre-school experience, and although there is a wide range of abilities on entry, these abilities are generally above average.

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

Chennestone Primary School is a good school which provides an effective education, a caring environment, and a broad range of opportunities for its pupils. The teachers have created a welcoming and safe learning environment where the pupils develop very good working attitudes and are encouraged to become very independent and responsible. Standards in the core subjects, particularly in mathematics and science, are higher than average, and this is largely due to the consistently good quality of teaching across the school. The school is well led by the headteacher and senior management team, and all with management responsibilities have a clear and shared vision of their way forward. However, the senior and middle management teams do not have clear terms of reference and because of this, the middle management team sometimes lacks focus and urgency. The school provides good value for money.

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

- The quality of teaching is consistently good throughout the school, and the pupils are consequently learning well.
- Leadership of governors and headteacher gives clear direction.
- The pupils behave very well and have very good attitudes to their work and their school.
- The school has created a stimulating learning environment in which the pupils want to learn.
- The school makes good provision for the more able pupils and for those with special educational needs.
- The school provides a good range of opportunities for the pupils.
- Provision for the pupils' moral and social development is very good. They develop very responsible attitudes and independence.

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

- The quality of writing is not as high as standards in other aspects of English.
- Pupils who are withdrawn for extra support sometimes miss assembly or areas of the curriculum.
- The school does not provide information for parents on the curriculum and there is not yet a home/school agreement in place.
- There are no terms of reference for the management teams in school.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in June 1996. Although the school had a good report at that inspection, there has been no complacency and good initiatives have ensured that standards in many areas have continued to rise. All the key issues from that inspection have been addressed, many very effectively. The quality of teaching has significantly improved and the procedures put in place to share good practice have been very effective in ensuring a consistently good quality of teaching. The school's development planning is now an effective tool for strategic planning, and there are clear systems in place to evaluate cost effectiveness of spending decisions. There is now a good system of assessment and recording which ensures that all pupils progress well. Very good procedures have been put in place to challenge all pupils, and particularly the higher attainers. The success of these measures is shown in the significantly greater than average proportion of higher levels that the pupils are attaining in the National Curriculum tests. The school now has a set of overall aims that encapsulates the vision of the headteacher and governors.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	B	C	C	well above average    A above average        B average                 C below average         D well below average    E
mathematics	C	B	B	B	
science	A	B	B	B	

The trend in the school's results at age 11 in recent years has been keeping pace with the national rise, but, taking the three subjects together, standards have been consistently higher than average. The proportion of higher levels achieved is above the levels achieved in similar schools, particularly in mathematics and science. Although boys have performed better than girls, particularly in English and science, the school is well aware of this and there was no evidence during the inspection to suggest a reason for this. At the age of seven standards have been rising significantly faster than national figures in reading and mathematics, but those in writing have not been rising at the same rate. The school has set realistic but challenging targets for improvement, and has already begun to address the relative weakness in writing.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their school and their work.
Behaviour, in and out of classrooms	Behaviour in classrooms and around the school is very good. There have been no exclusions in recent years.
Personal development and relationships	The pupils' personal development is a priority for the school and this shows in their mature and responsible attitudes. Relationships are very good at all levels in the school.
Attendance	Attendance and the procedures for monitoring and promoting attendance are good.

These aspects are a significant strength of the school and help to create the very good working environment that exists.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	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.*

Of the lessons observed 27 per cent were very good and 62 per cent were good. The remaining small proportion of lessons was satisfactory. The pupils benefit from uniformly good teaching throughout the school. The teachers plan carefully to ensure that the pupils make good progress and the needs of pupils of all abilities are well catered for. The teachers create a good working environment in their classes where the pupils are stimulated and keen to learn. Their enthusiasm and the variety of teaching methods that they use retain the interest of the pupils. The teachers know their pupils well and are very aware of the stage of learning that they have reached. They generally have high expectations of what the pupils can achieve. There are occasional lessons when the pace, although satisfactory, does not give the lesson a sense of urgency and there is little impetus to complete work. The skills of literacy and numeracy are well taught. The pupils' levels of concentration are well sustained and, because the objectives of lessons are usually shared with them, they have good knowledge of their own progress.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has retained a broad curriculum as well as giving literacy and numeracy a proper priority.
Provision for pupils with special educational needs	Good provision is made for the pupils with special educational needs. Their needs are identified early and clear targets for improvement are set for them. The more able are also well catered for with extension work in many lessons and some extra classes.
Provision for pupils with English as an additional language	The small number of pupils with English as an additional language do not miss out on any curriculum opportunities. This is due to the levels of support which is planned for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the pupils' personal development. Very good provision is made for the moral and social development of the pupils, good provision for their spiritual and satisfactory provision for their cultural development. Every opportunity is taken to ensure their development, and the pupils are becoming thoughtful, caring and responsible citizens.
How well the school cares for its pupils	The school cares well for its pupils. They enjoy a warm, friendly and safe environment where each child is valued.

The personal development of the pupils is a priority for the school and is reflected in the mature and responsible outlook of the pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other senior staff provide good leadership. They have a clear vision of the way forward for the school and the commitment to raising standards is shared by all in the school.
How well the governors fulfil their responsibilities	The governors have a well-organised committee structure, and are knowledgeable and enthusiastic in their support of the school's procedures for raising standards.
The school's evaluation of its performance	The school is good at evaluating its own strengths and weaknesses and working out procedures for improving.
The strategic use of resources	All resources, financial, human and physical are efficiently used.

Leadership of the school is thoughtful and supportive. Although there are good management structures in place, the lack of clear terms of reference for the management teams in school sometimes gives a lack of urgency and focus to their work. The school is careful in spending the money available to it and ensures best value.

## 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>• That their children like school.</li> <li>• That behaviour is good.</li> <li>• That the school helps their children to gain in maturity and responsibility.</li> <li>• That teaching is good.</li> <li>• That the school is approachable.</li> <li>• That the teachers have high expectations of their children and they are making good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of after school activities.</li> <li>• Levels of homework.</li> <li>• Information about their child's progress.</li> <li>• The school working more closely with parents.</li> </ul>

The inspectors endorse parents' positive comments. The judgement of the inspection is that homework often makes a valuable contribution to the pupils' learning and is generally well planned. The range of after school activities is satisfactory and the quality of information about the pupils' progress is good. The school works closely with parents, but they do not receive sufficient information about the curriculum.

## **PART B: COMMENTARY**

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

#### **The quality of teaching is uniformly good throughout the school.**

1. During the inspection more than one lesson in four observed was very good and a further two lessons in three were good. The remaining small proportion was satisfactory and no unsatisfactory teaching was seen. This uniformly good quality of teaching benefits the pupils significantly. There has been a considerable improvement since the last inspection when nearly one lesson in six was unsatisfactory. Although in 1996 there was good practice in some classes, concerns were expressed by the inspectors about the consistency of the teaching. The present consistently good quality of teaching bears tribute to the hard work of the headteacher in putting in place procedures to share good practice, and the willingness of the teachers to be involved in this striving to raise standards.

2. The effectiveness of the teachers' planning contributes well to the learning of the pupils. The teachers often share the objective for the lesson with their pupils and this helps to focus the pupils' learning. When the objective is then returned to at the end of the lesson, the pupils appreciate the progress that they have made. For example, in a Year 2 mathematics lesson, the teacher repeated at the end of lesson the questions about symmetry with which she had started the lesson. The pupils clearly appreciated the gains in understanding that they had made. The methods that the teachers use are varied and stimulating, encouraging interest and concentration in lessons. For example, some teachers make the chanting of multiplication tables more interesting by encouraging their class to use actions or a range of different voices. The teachers manage their pupils effortlessly, with good humour and efficiency, creating an orderly environment in which it is easy for the pupils to learn. Questions are often very well used to challenge the pupils and to make them think more deeply about what they are doing. There are rare occasions when this does not happen and in these lessons the teachers tell the pupils too much, so they do not think sufficiently about what they are doing.

3. The quality of the teachers' assessment of their pupils' learning is good. This helps them to plan for improving the pupils' rate of progress. Teaching is enthusiastic and the teachers generally have high expectations of what their pupils can achieve. The teachers' enjoyment of what they are doing is shared with the pupils and this builds confidence and strong relationships. They celebrate their pupils' success with a smile and encouragement and this motivates the pupils. Pupils feel that the best thing about their school is the teachers.

#### **Leadership of governors, headteacher and management provides clear direction**

4. The able direction provided by the headteacher ensures that the school makes continuous progress towards the attainment of its targets. His methodical approach to the strong initiatives that he has promoted ensures that staff are committed to supporting these initiatives. The priorities which he has set for the school's development are realistic and attainable. His leadership inspires confidence in staff, governors and parents.

5. The governors are well informed and offer a good range of expertise. They are enthusiastic and knowledgeable in their support of the school. They share the headteacher's vision for the school's further development. Their long term strategic planning takes into account the significant changes that are likely to occur in the size of the

school. There is a well organised committee structure that enables responsibilities to be clearly delineated.

6. The senior management team provides good support for the headteacher, and shoulders the responsibility for many delegated tasks. They have a clear understanding of the means of raising standards. The senior management team is now involving other staff in the management process.

**The pupils behave very well and have very good attitudes to their work and their school**

7. The pupils are enthusiastic about their school and are keen to learn. They learn at an early age to work well without direct supervision. The pupils enjoy participating in lessons and hands shoot up when questions are asked. They know that their contributions will be valued and this encourages them to take an active part in lessons. Even the youngest pupils are able to sustain high levels of concentration because the work they are given is interesting.

8. In classrooms and around the school the behaviour is very good. The pupils know the rules and the consequences of breaking them, and are involved in setting their own codes of conduct in the classrooms. In some lessons the behaviour is impeccable. The pupils listen attentively in lessons when their classmates are speaking and they co-operate well when working in pairs or in groups. They appreciate the environment of the school and respect their surroundings.

**The school has created a stimulating working environment in which pupils want to learn.**

9. The quality of the environment provided in the school is very good. The whole school is in very good decorative order and the teachers have made every effort to provide stimulating displays in their classrooms and around the school. Instances were seen during the inspection where pupils were discussing artefacts and displays in communal areas and they were proud to show them to inspectors.

10. The teachers also create a calm and orderly working environment in their classrooms and in the school in general. This has obvious benefits in the atmosphere it creates, and the resultant eagerness of the pupils to work.

**The school makes good provision for the more able pupils and for those with special educational needs.**

11. At the time of the last inspection the school was criticised for not challenging the more able pupils sufficiently. Serious note was taken of this criticism and several strategies have been put in place to address this shortcoming. A number of pupils are taken out of lessons to give them work more suited to their special abilities. The teachers have also provided more challenging work in their lessons, and this has benefited all pupils. There are often occasions when there are challenging tasks for pupils to attempt once they have completed the particular objective for the lesson. For example, in a Year 5 mathematics session, the pupils were keen to complete their work so they could have a go at the mathematics challenge cards that were available. The result of this provision is a greater than average proportion of pupils achieving the higher levels in the National Curriculum tests.

12. The pupils with special educational needs are well catered for. Their needs are identified early and good provision is made for them. The special needs co-ordinator keeps good quality records of their difficulties and, in consultation with their teachers and their parents, clear and achievable targets are set for them. These targets are regularly reviewed and the pupils are encouraged to keep track of how well they are progressing in meeting these targets. The pupils are well supported when they are withdrawn from lessons and their teachers also ensure that appropriate work is set for them when they are in class.

**The school provides a good range of opportunities for the pupils.**

13. The school has given proper priority to literacy and numeracy, but despite this a broad curriculum has been retained. There are many good examples in teachers' planning where several areas of the curriculum are included in one session. For example, in a design and technology lesson seen in Year 6, where the pupils were presenting to the class the results of their project, the teacher had ensured that science, geography, literacy and good use of information technology were included.

14. Evidence from around the school gives indication of the range of opportunities that are available. For example, a striking mosaic outside the entrance to the school is the result of one of the opportunities that the pupils have had to work with an artist. Just prior to the inspection a travelling theatre group visited the school and all the pupils enjoyed their visit. A wide range of visitors into school and visits to places of interest, such as museums, also enhance this provision. The locality is particularly well used as an educational resource for the study of geography and history. Residential visits are arranged for two year groups.

**Provision for the pupils' moral and social development is very good. They develop responsible attitudes and independence.**

15. There is a strong sense of belonging in the school. The pupils are encouraged to become responsible members of the school community. They learn that they each have a part to play, tidying up after lessons or playing responsibly during wet lunchtimes.

16. Older pupils respond well to the challenge of being made prefects. They take their role seriously and are good role models for the rest of the pupils. Assemblies and circle time are used well to promote friendship and consideration for others.

17. The pupils learn to appreciate the achievements of others, clapping spontaneously when others do something well. They are polite, both to each other and to adults whom they meet.

**WHAT COULD BE IMPROVED**

**The quality of writing is not as high as standards in other aspects of English**

18. Writing skills are taught well across the school, but the techniques of writing in a sustained and extended manner are not yet fully developed. Too much writing is done in short bursts in literacy lessons, is not completed for homework and is limited in its ability to stretch pupils to their full potential. For example, in a Year 5 lesson, the teacher told the higher attaining pupils to write only the first paragraph of a story during their group work. Expectations in this lesson were too low.

19. The range of styles, genres and tasks covered in written activities is good, satisfying all the target areas of the National Literacy Strategy, which has been well implemented. However, although the shared work in the literacy hour is well paced and absorbing, pace is sometimes allowed to slip during group work when the pupils are not directly supervised by the teacher. In these sessions, the pupils lose the sense of urgency and the high levels of effort needed to complete the written tasks in the end of key stage tests. In Key Stage 2, homework is not being used consistently to ensure that extended writing is completed.

20. The school has recognised the problem of underachievement in writing, and has initiated measures to address it, such as, putting extended writing lessons into the curriculum, but it will take time for them to take effect and the impact has yet to be seen.

**Pupils who are withdrawn for extra support sometimes miss assembly or areas of the curriculum.**

21. The school has a policy for equal opportunities and the provision is sound. However, there are occasions when pupils are withdrawn from classes for additional literacy support and special needs sessions. This extra provision is good and the pupils clearly benefit from the support given. However, it is of concern that they are regularly withdrawn from lessons and assembly. This withdrawal affects their equality of opportunity and their enjoyment of all aspects of the curriculum and life of the school.

**The school does not provide information for parents on the curriculum and there is not yet a home/school agreement in place.**

22. During the meeting and in the questionnaires, parents said they felt well informed about school routines through a good system of newsletters. However, several parents expressed concern about a lack of information on the curriculum, which prevents them from supporting their children's work at home. Curriculum plans are not sent home and there are few meetings to discuss aspects of the curriculum, such as, the implementation of the literacy and numeracy strategy.

23. Although the school has gauged parents' opinion on the home/school agreement, it has not yet put the agreement into place.

24. The school has plans to implement both of these during the next term.

**There are no terms of reference for the management teams in school.**

25. The addition of a middle management team has eased the load on the senior management team. It is also valuable in the professional development of the staff involved. However, neither team has terms of reference. The lack of these specific areas of responsibility gives rise to a lack of urgency in developments, particularly those for the middle management team. This does not have the same effect on the senior management team, as this team is well established and has a clear view of its role.

26. The lack of clarity of role in the middle management is exemplified by the fact that, in their eighteen months of existence, they have completed only one project – a very good staff handbook. Although this team has been a useful forum for discussing issues that have arisen, a clearer focus for both middle and senior management teams would benefit both in terms of their ability to address raising standards in the school still further.

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

27. In order to continue to raise the high standards being achieved in many areas of the school, the governors, headteacher and staff should:

- (1) improve the quality of the pupils' extended writing by continuing to plan further opportunities for the pupils to write longer pieces of work;  
(Paragraphs: 18, 20)
- (2) plan and monitor the support provided for pupils when they are withdrawn from class so that they do not miss assembly or other curriculum subjects;  
(Paragraph: 21)
- (3) develop a system for providing information for parents about what their children will be learning so that parents are more involved in their children's progress, and implement the home/school agreement;  
(Paragraphs: 22 – 24)
- (4) define terms of reference for the management teams to provide a clearer focus and more urgency to developments.  
(Paragraphs: 25, 26)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	13

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	27	62	11			

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	392
Number of full-time pupils eligible for free school meals	34

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
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	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	16	16	16
	Total	31	30	31
Percentage of pupils at NC level 2 or above	School	97 (89)	94 (88)	97 (89)
	National	82 (77)	83 (81)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	16	16	17
	Total	30	31	32
Percentage of pupils at NC level 2 or above	School	94 (86)	97 (85)	100 (89)
	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	Year	Boys	Girls	Total
	1999	23	35	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	28	31	30
	Total	45	49	49
Percentage of pupils at NC level 4 or above	School	78 (77)	84 (72)	84 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	17
	Girls	28	28	29
	Total	45	46	46
Percentage of pupils at NC level 4 or above	School	78 (60)	79 (71)	79 (86)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	3
Pakistani	1
Bangladeshi	1
Chinese	3
White	371
Any other minority ethnic group	

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

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

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16.7
Number of pupils per qualified teacher	23.2
Average class size	27.7

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	174

### ***Financial information***

Financial year	1998/1999
	£
Total income	627 217
Total expenditure	602 338
Expenditure per pupil	1 607
Balance brought forward from previous year	5 770
Balance carried forward to next year	30 649

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

### **Questionnaire return rate**

Number of questionnaires sent out	396
Number of questionnaires returned	166

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	3	1	0
My child is making good progress in school.	40	54	4	0	2
Behaviour in the school is good.	39	57	2	1	0
My child gets the right amount of work to do at home.	28	56	11	3	2
The teaching is good.	49	46	4	0	1
I am kept well informed about how my child is getting on.	37	48	13	1	2
I would feel comfortable about approaching the school with questions or a problem.	65	30	4	1	1
The school expects my child to work hard and achieve his or her best.	54	40	2	0	3
The school works closely with parents.	36	51	11	0	3
The school is well led and managed.	57	36	5	1	1
The school is helping my child become mature and responsible.	46	50	2	0	1
The school provides an interesting range of activities outside lessons.	36	42	13	2	8