

INSPECTION REPORT

COPPICE FARM PRIMARY SCHOOL

Arnold, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122516

Headteacher: Mr Colin Beckett

Reporting inspector: Mrs Barbara Parker
22261

Dates of inspection: 15th – 16th January 2001

Inspection number: 196385

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

© Crown copyright 2001

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:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Laver Close Arnold Nottingham
Postcode:	NG5 7LS
Telephone number:	0115 956 0990
Fax number:	0115 956 0990
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sue Riley
Date of previous inspection:	24 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs Barbara E Parker 22261	Registered inspector
Mr Ernest Marshall 14141	Lay inspector
Mrs Carole A Jarvis 27276	Team inspector

The inspection contractor was:

Schoolhaus Ltd
Suite 17
BPS Business Centre
Brake Lane
Walesby
Nottinghamshire
NG22 9HQ

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
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small community primary school for pupils aged four to 11. There are 136 pupils currently on roll. The nine reception children, seven of whom had been in school for only five days, are housed in a class with the Year 1 pupils. Pupils' attainment on entry to the reception class is broadly typical of that found nationally. Just over seven per cent of the pupils currently at the school are known to be eligible for free school meals. This is below average. There is an average number of pupils with special educational needs (19 per cent) and none with a Statement of Special Educational Need. A higher percentage of pupils speak English as an additional language than found in most other schools – five per cent, although the greatest majority of pupils are from white English speaking families. The pupils' backgrounds are broadly average.

HOW GOOD THE SCHOOL IS

This is a good school because pupils make good progress overall from starting school to leaving, with pupils achieving well above average standards by the age of 11 in English, mathematics and science. Teaching and learning are particularly good in the junior classes because the school's leaders and managers focus on improvement in these classes through very effective analyses and evaluation of what does and does not work well. Because they have now extended this analysis to Year 2, standards are rising and are now in line with national expectations. The school gives sound value for money.

What the school does well

- The pupils achieve well and attain good standards in English, mathematics and science by the age of 11 because of the very effective teaching in the juniors.
- Senior managers look very closely at what they need to do to improve pupils' learning in the juniors and use the information effectively to make suitable adaptations to teaching and the curriculum.
- Teaching in Year 2 is good and recent improvements to teaching and learning are bringing about better standards by the age of seven.
- Pupils have very good attitudes towards work and want to do well.
- Staff have a high level of care for the pupils and make good provision for their personal, moral, and social behaviour.

What could be improved

- The systems and procedures for supporting teaching and learning in the reception and Year 1 age groups.

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

The school has identified the above area as a priority for development and has started to deal with it.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was inspected last in February 1997. Above average standards have been maintained in the junior classes and have improved at a faster rate than nationally. The number of pupils reaching the higher level in English, mathematics and science has increased. Standards are rising in the infants. This is because the school has improved its procedures for identifying what pupils do and do not do well and need to learn next, evaluating what does and does not work in teaching, and dealing with the weaknesses through more focused development planning. These procedures, which are now to be extended to reception and Year 1, have been very effective in maintaining the good standards in the juniors and have brought about improvements to teaching and learning in Year 2. Consequently, standards in the infants are rising.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	B	B	well above average A above average B average C below average D well below average E
mathematics	A	A	B	A	
science	A	A	A	A	

Pupils of all abilities and backgrounds in the junior classes do well in comparison with those in all other schools. Test results are above the national average, and often well above, and have risen over the last five years at a greater rate than nationally. Target setting is good. Together with the effective teaching, it brings about even higher standards than expected and because of this targets are often exceeded and very few Year 6 pupils achieve below the expected level in English, mathematics, and science. The work seen during the inspection reflects the test results, with many of the current Year 6 pupils already achieving above expected levels in English, mathematics and science. They are particularly good at writing for different audiences, calculating sums in their heads, and conducting scientific experiments and investigations. The school is, once again, on track to exceed its targets this year.

When children start school, their attainment is average and the work in books indicates that standards are broadly as expected by the end of the reception class. Even so, seven year olds at Coppice Farm Primary do not do as well in the national tests as those in other schools. However, the number of pupils taking the tests each year is sometimes as low as 14 and the percentage with special educational needs fluctuates, impacting on the test results. Evidence from the inspection shows that standards are rising and pupils in the current Year 2 are achieving better standards than last year's Year 2 pupils, mainly because of recent improvements to teaching and learning in this year group. Most of the pupils can already write in correctly punctuated sentences, sometimes joined together with 'and' or 'but'. They spell accurately and develop their stories logically. They work confidently with numbers up to 99 and add together two-digit numbers accurately. Pupils have satisfactory scientific knowledge and understanding and are developing good enquiry skills.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils know what they are doing and why and because of this, they are enthusiastic, interested, and eager to do well.
Behaviour, in and out of classrooms	Pupils behave very well. They are polite and courteous to others and there is no evidence of bullying. There were two exclusions last year involving one pupil.
Personal development and relationships	Very good. Pupils enjoy the work they are given to do at home and willingly accept responsibilities around the school. They are very good conversationalists and talk confidently about what they are doing. Relationships are very good and pupils work together very well.
Attendance	Pupils enjoy coming to school and their attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	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.

Teaching and learning are good overall and literacy and numeracy skills are taught well. All of the lessons seen were satisfactory or better and 75 per cent were good. All of the good teaching seen was in Year 2 and the junior classes, where pupils learn well. This is because the teaching is supported in these years through very effective analyses of strengths and weaknesses in pupils' achievements and learning. Because teachers are clear about what pupils need to learn next, the work is challenging and purposeful and pupils have ambition and motivation. The teaching is lively and makes pupils want to do well. Teachers respect pupils' contributions to conversations, and this give pupils the confidence to 'have a go'. The older pupils in particular are highly motivated through challenging homework tasks and because of this, prepare well for their lessons and are enthusiastic to learn. Teaching is satisfactory overall in reception and Year 1, but time is sometimes wasted in reassessing Year 1 pupils' knowledge and understanding because any records kept from the reception year are insufficiently detailed to enable them to be used effectively. The school has not yet fully come to grips with the new curriculum for children in reception and the over-emphasis on writing down facts does not leave enough opportunities for children to learn through observation and exploration.

Pupils of different abilities and backgrounds learn equally well. Those with special educational needs and English as an additional language are supported very effectively in lessons. Taking the last three years together, the attainment of the boys in the infants fell below the national average for their age group in writing and mathematics, whilst the girls exceeded the average for their age group, indicating that girls do better than boys. However, boys and girls are taught equally well, and the difference in their performance at the end of Year 2 reflects the difference in their performance on entry to school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Good lesson plans lead to well-prepared and well-structured lessons and support teaching well. These are particularly good in the juniors and the oldest infant class and, because of this, teaching is often well focused and purposeful. The new curriculum for children in the reception year is given insufficient regard and not enough emphasis is put on learning through observation and exploration.
Provision for pupils with special educational needs	Good. There are very few pupils attaining below the expected level by the end of Year 6.
Provision for pupils with English as an additional language	Good. Teaching takes good account of pupils' needs and because of this these pupils access the curriculum and learn at the same rate as their schoolmates.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The school cultivates pupils' personal development well. Opportunities are provided for pupils to be responsible and take initiative. Pupils respect the feelings and beliefs of others. The older pupils consider, discuss, and write about, for example, racism, sexism and bullying.
How well the school cares for its pupils	This is a very caring school, which takes very effective steps to ensure the pupils' well-being, health and safety. Assessment is satisfactory overall, but insufficient use is made of any records kept of pupils' past achievements in reception and time is wasted finding out what these pupils, now in Year 1, already know.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership and management by senior managers. Teamwork is well established and they work together well. Very effective evaluation of what does and does not work in Year 2 and the juniors impacts well on raising standards. Co-ordinators have clear roles and responsibilities and support the work of the school satisfactorily.
How well the governors fulfil their responsibilities	Satisfactory overall. The governing body is starting to ask pertinent questions about how well the school is doing and holding staff accountable for standards and the education they provide.
The school's evaluation of its performance	Thorough management planning addresses relevant issues. Teaching, monitoring and evaluation are developing satisfactorily. Thorough analysis of test results at the end of Year 2 ensures very good support for teaching and learning in the juniors. Recently extended to the infants, this does not yet include the youngest class and so the teaching in reception and Year 1 is not supported as effectively as it could be.
The strategic use of resources	Satisfactory. The school manages its finances effectively by linking decisions on spending to its priorities for development. It ensures that it gets value for money through effective tendering procedures.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The way the school works with parents and that their children like school. • The quality of teaching and the standards their children achieve. • The friendliness of staff and the information they receive about how well their children are doing. • Children's good behaviour and how the school helps pupils to become mature and responsible. • The way the school is led and managed. 	<ul style="list-style-type: none"> • Some parents would like their children to be given more homework. • Some parents would like to see more sporting activities available outside lessons, particularly for the girls.

Parents are very happy with what the school does. The inspectors agree with all of the positive comments, except that pupils do not do as well as could be expected by the end of the infants. Homework is sufficient and in the older classes in particular, supports learning well. There is an adequate range of sporting activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve well and attain good standards in English, mathematics and science by the age of 11 because of the very effective teaching in the juniors.

1. Standards are above expected levels in English, mathematics and science by the time the pupils leave the school at the end of Year 6. All pupils over the last four years have exceeded the national average for their age group. Teachers have a very clear idea about what pupils need to learn, and share this with them at the beginning of the lesson. Each pupil has a set of individual learning targets towards which they work. They talk enthusiastically about what they are working on at any given time and know what they need to do to improve. This means that pupils understand what they are doing and, more importantly, why they are doing it. They work hard as a result. They complete work they are asked to do at home with good enthusiasm, such as finding out about Antarctica and exploring scientific ideas discussed in lessons.
2. There are very few pupils who achieve below the expected level by the end of Year 6, showing how successfully the school meets the needs of the lower attaining pupils in particular. Pupils are grouped according to their ability and all of them are given relevant work and, consequently, they achieve well. Pupils with special educational needs and English as an additional language make as much progress as their schoolmates because teaching takes good account of what they need to learn. Teachers make sure that pupils who do not always speak English at home understand what is going on by asking them direct questions and checking that they are able to do the work. Pupils with special educational needs are supported well by teachers, helpers, or classroom assistants who ensure that these pupils make good progress. The work challenges them and good regard is given to the targets in their Individual Education Plans.
3. Teaching is consistently good. It is lively and interesting and makes pupils want to learn and work hard. This reflects in the high standards pupils achieve. The teachers' questions are focused and work builds well on previous learning, as in one lesson when Year 6 pupils wrote persuasively about whether or not to mine in Antarctica. They had already written holiday brochures to convince holidaymakers that they would 'have the time of their life' and 'experience fun and excitement' if they chose Norway for their holiday. They used their persuasive skills well when they put together arguments both for and against mining in Antarctica. They explained how the environment would be spoilt, or, equally as well, how it would not be harmed and could be returned to 'normal' after the mining.
4. Lessons are planned and prepared well and this means that they move at a good pace and little time is wasted. In a Year 4/5 lesson, for example, pupils were writing a letter using complex sentences and connectives. The writing frame that the teacher provided helped pupils to set out their work and the discussion at the end of the lesson extended pupils' learning when different ways of ending letters were discussed. The teachers' plans show how lessons develop over time and how pupils' learning fits in with what is being taught and learnt in other subjects, such as history and geography.

Senior managers look very closely at what they need to do to improve pupils' learning in the juniors and use the information effectively to make suitable adaptations to teaching and the curriculum.

5. Analyses of Year 2 test results, carried out by the senior managers and teachers, are used very well to identify and deal with gaps in pupils' learning. The information gained gives good support to teaching in Year 3 by informing teachers about specific weaknesses in pupils' learning and what teaching needs to focus on in particular, such as scientific investigations, developing pupils' explanations of their mathematical calculations, and improving handwriting and spelling.

6. Ongoing analysis of pupils' responses to tests at the end of Years 3, 4 and 5 gives teachers in Years 4, 5 and 6 a very clear understanding of pupils' learning needs and what they need to be taught next. This means that teaching is well focused and pupils' learning is rapid. This, in turn, leads to targets being exceeded because the work challenges pupils very effectively and they make better progress than expected.

Teaching in Year 2 is good and recent improvements to teaching and learning are bringing about better standards by the age of seven.

7. All of the teaching and learning seen in Year 2 were good and the scrutiny of pupils' work during the inspection shows that standards are broadly as expected for this time of the year. The two Year 2 teachers and the deputy head teacher have worked hard over the last year to support teaching and learning in Year 2, starting with a careful analysis of these pupils' achievements at the end of Year 1. They have identified and dealt with weaknesses in learning and because of this, the work in the current Year 2 and Year 3 books shows that pupils are now achieving standards in Year 2 that the Year 3 pupils were only just achieving last September.
8. The information from these analyses has been used to make adaptations to the teaching of reading and writing in particular. There is a more rigorous approach to teachers and pupils reading together, such as in story time and guided reading lessons, and exploring the meaning of the text through class and group discussions. For example, in one lesson, when looking at a poem about elephants, the teacher asked good questions that led pupils to explore which country the poem was based in and to think about particular features of poetry, such as rhyme and punctuation. More emphasis is put on teaching pupils to lay out their ideas better when, for example, writing letters and stories. Spelling and handwriting are practised more systematically. Most pupils can already write in clear sentences, linking them with 'and' or 'but'. They use full stops correctly, spell common words accurately, and develop their stories logically.
9. The introduction of mental arithmetic sessions at the start of mathematics lessons means that pupils are much better than they were at calculating sums in their heads. They split the smallest number into groups of tens and units, adding on the tens first and then the units. The brighter pupils know that when the two 'unit' numbers add up to more than 10, then another group of 10 is formed. Some of these higher attaining pupils work confidently with 100s, 10s, and units. They talk about what they have done and how they have done it. The teacher ensures that their explanations are clear and understandable and this means that pupils learn from each other.
10. There has also been a focus on investigative science work, which is raising standards. The pupils' workbooks show that there is now a lot of emphasis put on developing pupils' ability to think about how to go about investigating what will happen and why, for example, when the ingredients for bread are heated.

Pupils have very good attitudes towards work and want to do well.

11. Pupils take an interest in how well they are doing and, because they are aware of what they are learning and why, they are motivated to do well. Pupils have very good attitudes towards learning because the work interests them and they understand what they are doing and why. They are involved in determining their own learning targets and measuring their progress towards them. These targets are written down, and are discussed and reviewed regularly. This gives the work purpose and the pupils ambition and direction. For example, pupils in Year 6 talk proudly about what they have achieved in the past and what they are working on next. They carry out independent work at home enthusiastically in response to homework tasks. Pupils in Year 6, for example, found out about Antarctica from books in the library, the Internet, and asking their parents. They brought in books, printed information sheets, and hand-written diagrams and text. This meant that they were extremely well prepared for their lesson on writing about the advantages and disadvantages of mining in Antarctica.

Staff have a high level of care for the pupils and make good provision for their personal, moral and social behaviour.

12. This is a very caring school to which pupils come happily. Relationships between schoolmates are very good and pupils and staff get on well together. Staff talk to and deal with pupils respectfully, and this means that pupils trust the adults in the school and work hard to please them. Parents are very pleased with the way the staff treat their children, and the school takes very effective steps to ensure pupils' personal development and well-being.
13. Numerous opportunities are provided for pupils to take responsibility and act on their own initiative. Pupils of all ages are given, and willingly take on, additional responsibilities in the classroom and around the school. The newly formed school council, for example, gives pupils the opportunity to make decisions about their school and to take responsibility for the resulting impact their decisions might have on others. Older pupils go on residential trips to places of educational interest such as Robin Hood Bay, and these contribute well to the development of their social skills.
14. Teachers expect pupils to behave and pupils respond very well by showing a good level of maturity in and out of the classrooms. This means that pupils can concentrate on their work and results in them doing well. Teachers and schoolmates treat pupils with special educational needs and English as an additional language with equal respect and courtesy. There is no evidence of bullying or harassment. Pupils understand right from wrong and show respect for the feelings and beliefs of others. This is taught through, for example, well-planned assemblies, which always have a Christian moral theme such as the personal rewards gained from generosity and giving, and discussions amongst the older pupils about racism, sexism and bullying.

WHAT COULD BE IMPROVED

The systems and procedures for supporting teaching and learning in the reception and Year 1 age groups.

15. Not enough emphasis is put on analysing pupils' achievements when they start school and at the end of the reception year in order to give teachers in reception and Year 1 precise information about what pupils already know and what they need to learn next. This has, however, been recognised by the school as an area for development. The effective analyses currently taking place in Year 2 are to be extended to the other two infant years. This is so that realistic predictions can be made about how well pupils can be expected to do by the end of the infants and their progress can be tracked more systematically through their first years in school. It will also mean that teachers will be better placed to know what to focus on in particular during the year.
16. The system for recording pupils' achievements in the reception year does not support teaching in Year 1 effectively. Insufficient records have been kept on pupils' learning in the reception year to support teaching in Year 1. These pupils, now in Year 1, are having to be reassessed to find out what they already know about, for example, two- and three-dimensional shapes, and how secure their learning is. This wastes valuable time during some lessons and means that pupils' learning is not always as rapid as it could be.
17. The school has not got fully to grips with the new curriculum for the Foundation Stage children in the reception year. Not enough of the work of these young children is based on looking and touching, which is how children of this age learn most effectively, and they are sometimes taught the same curriculum, although sometimes simplified, as their Year 1 classmates – particularly in science. The senior managers have rightly identified and planned further training to support teaching as part of the school's well focused staff development programme.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The senior managers and governing body should raise standards in the infants further by improving the systems and procedures for supporting teaching and learning in reception and Year 1 by:
- a) extending the procedures already in place for analysing learning in Years 2 to 6, to analysing pupils' achievements when they start school and again at the end of the reception year so that the teachers of these pupils are better placed to know what to focus on during the pupils' first two years in school;
 - b) improving the record-keeping system in the reception year in particular to ensure that teaching time is not wasted finding out what pupils in Year 1 already know, understand and can do;
 - c) improving teachers' understanding of the new curriculum for reception-aged children to ensure that these children are taught a suitable curriculum for their age and level of maturity, which focuses sufficiently on learning through observation and exploration.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

8

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	75	25	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		129
Number of full-time pupils eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		24

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	11	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	9	11
	Girls	10	10	10
	Total	21	19	21
Percentage of pupils at NC level 2 or above	School	88 (71)	79 (86)	88 (86)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	8
	Girls	10	10	9
	Total	20	21	17
Percentage of pupils at NC level 2 or above	School	83 (86)	88 (86)	71 (64)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	15	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	23	23	24
Percentage of pupils at NC level 4 or above	School	96 (75)	96 (91)	100 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	21	22	23
Percentage of pupils at NC level 4 or above	School	91 (84)	96 (88)	100 (94)
	National	70 (68)	72 (69)	80 (75)

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

In 2000 there were 9 boys in Year 6; because there were fewer than 11 boys taking the National Curriculum tests only, the totals for both boys and girls are included in the table showing attainment at the end of key stage 2.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	6
Pakistani	0
Bangladeshi	0
Chinese	5
White	116
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	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	25.8
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	30

Financial information

Financial year	1999/2000
	£
Total income	296095
Total expenditure	295344
Expenditure per pupil	2095
Balance brought forward from previous year	11214
Balance carried forward to next year	11965

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	129
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	52	0	2	0
My child is making good progress in school.	47	45	8	0	0
Behaviour in the school is good.	30	56	8	6	0
My child gets the right amount of work to do at home.	32	44	14	10	0
The teaching is good.	54	38	4	4	0
I am kept well informed about how my child is getting on.	52	34	6	8	0
I would feel comfortable about approaching the school with questions or a problem.	62	26	8	4	0
The school expects my child to work hard and achieve his or her best.	72	20	6	0	2
The school works closely with parents.	54	32	8	6	0
The school is well led and managed.	56	26	10	4	4
The school is helping my child become mature and responsible.	50	42	4	4	0
The school provides an interesting range of activities outside lessons.	28	44	24	4	0