

INSPECTION REPORT

Bevington Primary School

Bevington Road
London W10 5TW

Unique reference number: 100479

Headteacher: Mrs. D Prince-Jackson

Reporting inspector: Mrs Jane Lamb
2153

Dates of inspection: 18 -19 January 2000

Inspection number: 197133

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Bevington Road London
Postcode:	W10 5TW
Telephone number:	0181 969 0629
Fax number:	0181 964 5697
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Brian Haylock
Date of previous inspection:	3 - 7 February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bevington Primary School is an average sized school with a steadily increasing roll. It caters for pupils from 3 to 11 years. There are 293 pupils on roll, including 34 children who attend the nursery either full or part-time. There are 135 boys and 124 girls currently on roll in the main school. There are well above average numbers of pupils who are eligible for free school meals. The school serves a culturally diverse community and over 80 percent of the pupils are of diverse ethnic origin, including Moroccan, Black African, Asian and Black Caribbean pupils. The pupils speak 18 mother tongues and about 70 percent of pupils speak English as an additional language. The main languages other than English are Arabic, Bengali, Portuguese and Somali, There are also 35 refugee children. There are 70 pupils on the school's register of special educational needs, which is about average, and 3 pupils have statements of special educational need. During the inspectors' visit there were 34 under-fives in the nursery and 32 in the reception classes.

When they enter the school, most children are well below average in their English language and literacy skills, which affects their learning in other areas. Some children are also below average in their personal and social development and mathematical understanding.

HOW GOOD THE SCHOOL IS

This is a very good school, which makes extremely good provision for its ethnically diverse community. Pupils learn and progress very well compared with their previous attainment when they enter the school, because the teaching is very good and the work that the pupils do is challenging. The pupils attain satisfactory standards overall compared with the national average, but achieve very well when compared with schools with similar intakes. The impact of the excellent leadership and management of the headteacher, very well supported by staff and well supported by governors, is a major factor in the high expectations in all aspects of school life. The school provides very good value for money.

What the school does well

- The leadership and management of the headteacher, ably supported by the senior management team, are excellent and show strength, vision and commitment.
- Curriculum leadership by co-ordinators and senior staff is also a major strength of the school.
- Teaching is very good and pupils respond very well, are very good learners and have positive attitudes to school and very good personal development and values.
- The ethos and relationships in the school are very strong and pupils are very well supported and cared for.
- Support for pupils who have English as their additional language is very good. Pupils with special educational needs are also very well catered for and often make very good progress.

What could be improved

- Standards of writing throughout the school and handwriting and presentation of work need improvement.
- The training programme for the new governing body needs to be fully implemented.
- Attendance levels are below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The good improvements made since the last inspection in February 1997 have enabled the school to maintain the good progress and learning made by the pupils and maintain the standards achieved. The roles of the senior management and curriculum co-ordinators have been very well developed to ensure that they are fully involved in monitoring their subject areas and are strategically involved in school development. Many governors are new and require training to fully scrutinise the work of the school and support the headteacher. Teaching standards have improved further. The new suite for

information technology has enhanced the provision. The school has developed very good systems for carefully targeting resources to raise standards and for monitoring the outcomes of this. The provision for pupils with special educational needs has improved also and is now very good.

STANDARDS

The table summarises inspectors' judgements about the achievements of pupils, in relation to the national early learning goals by the time they leave the school.

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	
	1997	1998	1999	1999	
English	D	E	D	A	well above average A above average B Average C below average D well below average E
Mathematics	C	E	C	A	
Science	D	E	C	A	

Children entering the school often have well below average development of English, which affects their learning also in other areas. By the time they left the school in 1999, pupils attained below national average standards in English, but in line with the average standards in mathematics and science. Compared with similar schools, however, pupils were attaining well above average standards in all subjects. Attainment at the higher level 5 was however, well below the national average in English, below it in science, but close to the average in mathematics. The school has set appropriate and challenging targets to improve the number of pupils reaching level 5, and these are well followed through in lessons.

By the age of seven, pupils in the 1999 tests were attaining well below average national standards in reading and writing and well above average standards in mathematics. When compared with similar schools, however, the seven year olds achieved above average standards in reading, average standards in writing and very high standards in mathematics. The school has improved also in its performance in science over the last two years, by the time they are seven, teachers' assessments show that pupils are in line with the national average. The school has set appropriate and challenging targets for pupils and is close to meeting them, except in writing.

In the inspectors' judgement, standards in mathematics, including numeracy skills and in information technology are generally in line with expected levels overall, but standards in writing throughout the school are not high enough and pull down standards in English and in literacy skills. At Key Stage 1, writing standards are well below expected levels and at Key Stage 2 they are below average. Children under five are making good progress in all areas of learning, but many are still below average in English by the time they are five, although they have made good progress in the nursery. The trends in the end of Key Stage 2 tests are in line with the national trend. There has been a significant improvement in the 1999 tests since a dip in results in 1998. There are no significant differences in the attainment of boys and girls.

Pupils throughout the school are making good or very good progress in their learning and respond very well, due to the very good teaching. Pupils with special educational needs and those with English as their additional language are also making good or very good progress from their previous levels. Overall, the achievement of pupils from their previous levels and the level of demand made on them by teachers are very good in all areas but writing, where they are not sufficiently challenged.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and work very hard. They are responsive and enthusiastic and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Pupils are respectful and kindly towards each other.
Personal development and relationships	Personal development is very good and relationships throughout the school are very positive.
Attendance	Attendance is below average for primary schools.

Pupils are enthusiastic, hard working and proud of their achievements. They concentrate very well to complete their work and are interested in their lessons. They are able to cooperate well and also work well independently.

Attendance levels are below the national average, although the school works hard to improve this.

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	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching in both English and mathematics is very good throughout the school. The teachers are enthusiastic and are very clear about what they expect pupils to learn. They ensure that their lessons are interesting, challenging and well suited to the needs of all pupils.

Almost all lessons were good or better, 54 percent were very good or better, 16 percent of these lessons were excellent. No unsatisfactory teaching was seen. Pupils' learning reflects the high expectations made by teachers and they make very good progress in extending their existing knowledge into new areas. Teachers' expectations of their handwriting and presentation of work, however, need to be improved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, interesting and relevant and caters well for the very wide range of pupils' interests and needs throughout the school.
Provision for pupils with special educational needs	The work designed especially for them enables these pupils to make very good progress.
Provision for pupils with English as an additional language	The provision is very good and these pupils also make very good progress in acquiring English.

Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good with good role models from staff, very clear rules for behaviour and strong, caring values. The pupils learn to respect themselves and others and have a strong sense of moral and social responsibility.
How well the school cares for its pupils	The school cares very well for all its pupils.

The school offers very good opportunities in English and mathematics and has implemented the national literacy and numeracy strategies well. It fully meets all statutory requirements. Pupils are well cared for and supported and their health and safety is also very well catered for.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The excellent leadership of the headteacher, and the strong and caring ethos are very well supported by the senior management team and curriculum coordinators.
How well the appropriate authority fulfils its responsibilities	These responsibilities are fully met. The new governing body now needs to participate fully in the planned training programme to extend its expertise.
The school's evaluation of its performance	This is very good and is used to ensure that resources are targetted to meet the pupils' needs. This overview is a clear strength of the school.
The strategic use of resources	These are very well used to ensure that pupils are taught by very good teachers in an attractive, well-resourced and carefully maintained school environment and ensure that they have access to a wide and stimulating curriculum.

The strengths of the leadership and management are the vision, commitment and clear-sightedness of the senior management of the school, which ensures that all pupils' needs are anticipated and met. Most of the governors are new and a training programme has been set up to inform them of their responsibilities and raise their awareness of school governance.

The school applies the principles of best value by comparing itself with others, challenging pupils to learn, consulting with parents and others and competing to constantly achieve high standards and good 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"> • Their children like school. • The school is well led and managed. • The teaching is good. • The school expects children to work hard and achieve their best. • Children make good progress. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • More parents helping in school. • Some poor playground behaviour.

The inspectors fully agree with the parents' positive views of the school.

The school is considering ways in which the current extra curricular activities can be extended, particularly to include some led by parents.

The governors are considering ways in which more parents can be involved in helping in the school.

Pupils' playground behaviour was good during the inspectors' visit, with no evidence of bullying,

racist behaviour or harassment seen. The school's conduct and behaviour policy is well implemented by staff.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership and management of the headteacher, ably supported by the senior management team, are excellent and show strength, vision and commitment.

1. The aims of the school are reflected well in its every day life and the high expectations and clear vision of the senior management team make a major contribution to the high levels of achievement by the pupils from their previous levels. The headteacher and deputy head have built a very effective team of senior staff who are well involved in promoting high standards and overseeing the work of the school to improve it further for the benefit of the pupils. The current governing body is newly constituted and is well led by a Chair of Governors with strong commitment and good levels of expertise. Many governors are new and a programme of training has been planned to increase their knowledge and expertise so that they can participate fully in the educational direction of the school.
2. A major strength of the school is the very effective way in which it closely monitors and evaluates its own performance and following that, the flexibility and precision with which resources are used to secure further improvements. For example, the recently installed computer suite is well managed and well used and is backed up by an extensive programme of staff training to ensure its effective use in raising standards and providing good value for money.
3. The resources available to the school are very effectively managed and used well strategically to improve further the very good quality of provision. Staff and resources are flexibly deployed to give the best provision possible and the management is constantly looking forward to anticipate future needs. The efficient administrative staff and part time school bursar contribute well to this effectiveness. The governors have prudently carried forward money to improve further the provision for information technology and for building work. The specific grants received are clearly focused on the intended pupils and spending decisions made are linked fully to the identified educational priorities in the relevant and comprehensive school development plan. The building and play areas have been extensively and attractively refurbished and are maintained and resourced to a very high standard.
4. The school compares its performance closely with that of other schools, and consequently challenges itself, the staff and the pupils to improve further. There is appropriate consultation with parents and the school community about whether the school is meeting their needs and working in their best interests. The school also aims to provide its services economically and efficiently, to offer best value.

Curriculum leadership by co-ordinators and senior staff is a major strength of the school.

5. The school has a clear and well shared vision for improvement, which underpins its strong team ethos.
6. The curriculum co-ordinators and the newly appointed Director of Studies are constantly engaged in overseeing and evaluating the standards achieved by pupils both in their personal development and in the subjects of the National Curriculum. There is a very strong sense of partnership in sharing and analysing information to improve teaching and learning. There is now very good delegation to staff with management responsibilities and very effective follow-up by the headteacher and deputy head to ensure that tasks are completed well.

7. The monitoring of standards of pupils' work and the setting of appropriate but challenging targets for improvement are also very effective. These targets are appropriately shared with older pupils and form the basis of individual programmes of work to improve each pupil's performance.
8. The curriculum leaders have high levels of expertise in their own subject areas and are very well supported by the Director of Studies, who oversees the full curriculum at each key stage, and the key stage co-ordinators. The easy exchange of information and the very good levels of professional training offered by the school also enhance the very good curriculum provision, which fully covers statutory requirements.

Teaching is very good and pupils respond very well and learn very well.

9. This strong professional leadership also has a strong impact on the very good and consistent quality of teaching and this, in turn, has a major impact on the very good learning and positive attitudes of the pupils. The very good teaching is across both key stages and a significant number of excellent lessons were also seen at Key Stage 2. The teaching of under fives is consistently good with some very good teaching also seen. There are many strengths in the teaching which include the very good subject knowledge of the teachers and their high expectations of the pupils. The school has implemented the national literacy and numeracy strategies well, and these lessons are very well taught, by teachers who have a high level of understanding.
10. A further significant strength of the teaching is the very sharp use of learning objectives at all levels of planning and for each group of learners in lessons. This close targetting ensures that the needs of different groups of pupils are specifically planned for and met. The planning also draws very extensively on pupils' previous levels of attainment to constantly challenge them to improve. In mixed age classes, there are usually different targets for each year group also. Teachers use questioning well in all lessons to promote pupils' learning. The marking of pupils' work is also used very effectively to praise but also to challenge, pupils to improve and reach their own targets. Very skilful support staff work closely in partnership with teachers and have a significant impact on learning and the standards of work.
11. The specific needs of the wide range of pupils are, therefore, very effectively catered for. The pupils who have English as their additional language, are very well supported by all staff and so are the pupils with special educational needs. These pupils have very specific individual learning programmes, which are very well implemented. Higher attainers, gifted and talented pupils also have specific learning programmes and targets to challenge them further, particularly at Key Stage 2.
12. The relationships between staff and pupils are an important strength of the school and staff are supportive, kindly and challenging of both pupils' good work and good behaviour. Pupils respond very well to this and are hard working, well behaved and show close concentration and focus to achieve their best. They are mature and sensible and are able to sustain this good learning even when work is challenging. They cooperate well and are considerate and respectful to others. This results in them making consistently good or very good progress in their work. They are confidently able to approach new tasks and can use their existing skills and knowledge well to increase their understanding; for example, when revising and extending their knowledge of the use of commas in Year 6.
13. A relative weakness in the otherwise very good teaching, is the insufficiently high expectation of what pupils are capable of in writing, particularly at Key Stage 1 and of pupils' handwriting and presentation throughout the school. This has a negative impact on the overall standards of pupils' attainment in English. The school has already recognised this and has set in place a programme of improvement.

The ethos and relationships in the school are very strong and pupils are very well supported and cared for.

14. The school has a very clear, unified vision for promoting high standards in all areas and this includes the quality of relationships in the school and the way in which this positively affects pupils' personal and social development, their self esteem and their learning. Signs of this are visible in the way in which learning is strongly supported by all, the unity of purpose and very good learning and progress which the pupils are making, particularly when compared with pupils in similar schools. As a result, pupils are eager learners and work hard. They are also very enthusiastic, interested and responsive and show very good attitudes to all that they do.
15. Pupils show caring attitudes and respect towards each other and staff and learn in an environment which offers them great security, with clear day to day procedures and well defined parameters for behaviour. For example, a young reception boy spontaneously helped another less confident boy to walk up to the front in assembly to receive a good work certificate.
16. This very caring attitude permeates the school, with all staff supporting the wide diversity of pupils very well and ensuring that they do their best by giving appropriate work and supporting and challenging them well to meet their targets. The accommodation and building is impeccably cared for by the school keeper and cleaning staff. There are attractive and very well developed play areas with a wide variety of apparatus and also some quieter areas. The health, safety and welfare of pupils is also carefully considered and the experience of new pupils to the school is taken well into account when deciding work programmes and placement. Child protection procedures are well understood by all staff. The school quickly enlists the support of other professionals and parents are well informed and consulted about this.

Support for pupils who have English as their additional language is very good. Pupils with special educational needs are also well catered for.

17. A great majority of pupils in the school have English as their additional language and many come to school in the very early stages of acquiring English. These pupils are very quickly assessed and offered high quality support from the specialist teachers who support ethnic minority achievement and by class teachers and support staff. All who work in the school are very conscious of the need to ensure that these pupils have full access to the curriculum and also know that they need to quickly acquire English to improve their learning. There are also classes for parents who wish to develop further their English skills and these are very well attended and valued.
18. The provision for pupils who have special educational needs is also very good and is extremely well led by the deputy head. There is early identification of such pupils, clearly targetted, individual programmes of work for them and very good involvement of parents and outside agencies in their support. All staff working in the school are aware of the need to implement these, and the work for these pupils is very well supported and matched to their individual needs.
19. Consequently the pupils with special educational needs make generally very good progress towards the targets set for them and achieve well compared with their previous levels. They are also fully integrated into the life of the school. Those for whom English is an additional language make swift progress in acquiring English and by the time they leave the school, many are attaining the national expected levels for their ages and are using English well.

WHAT COULD BE IMPROVED

Standards in writing throughout the school and handwriting and presentation of work need improvement.

20. Pupils come into the reception classes at five with generally below average skills in spoken and written English, due to the high percentage who have English as their additional language. This represents good progress from their previous levels when they entered the nursery.
21. By the time they are seven, they are still well below the national average in the end of key stage tests in reading and writing, although they are achieving above pupils in similar schools in reading and are in line with them in writing. The impact of the literacy strategy has started to raise standards further in reading and spelling, but standards in writing are still well below expected levels and many pupils are under achieving in this aspect of English. Very few pupils at Key Stage 1 are developing a cursive handwriting style and the quality of their work, including their presentation and handwriting, is often insufficiently high.
22. When they start in Key Stage 2, the pupils' attainment in writing is therefore well below average. Teachers at Key Stage 2, particularly in the last two years, are constantly raising these standards, so that by the time they leave the school, pupils are attaining below national average levels, but are achieving well above average results compared with pupils in similar schools. While the content and amount of work covered in writing is good, there are still weaknesses in handwriting, attention to grammar and presentation for some pupils.
23. The school is very conscious of the need to raise standards further and so improve the overall achievement of pupils in English, and has set in place targets for this, which are well developed in lessons and shared with the pupils. There is a whole school handwriting policy but this is not currently implemented in most classes. The new computer suite and the good level of provision in classrooms are recognised by the school as also offering good opportunities to extend learning in writing also through extending the focus on word processing.

The training programme for new governors needs to be fully implemented.

24. At the end of the last school year, many governors resigned following the reconstitution of the governing body and consequently the new governing body has many members who are relatively new. While the new Chair of governors is very well experienced, other new governors need to have training to be fully aware of their responsibilities in order that they can participate fully in the strategic management overview and monitoring of the school and its curriculum.
25. Both the senior management of the school and the Borough are conscious of the need for this training, and a programme for governor training has been set up for this purpose. It is important that this is fully implemented to ensure that the key issue from the previous inspection report regarding the closer scrutiny of the work of the school by governors continues to be fulfilled.

Attendance levels are below average.

26. The levels of attendance in 1998/1999 were below average for primary schools. The school has put into place many strategies for improving attendance, including tracking reasons for absence, following up persistent absence with the Education Welfare Officer and keeping a careful account of those parents who fail to fulfil their statutory obligations. There is also a small number of parents who regularly take their children on extended holidays during term time, sometimes more than once a year.

27. Despite these efforts, the levels of attendance overall are still below average. The school continues to remind parents of their obligations regarding their children's schooling and the importance of regular attendance to the pupils' achievement. There are good systems in place for carefully tracking and monitoring patterns of attendance to improve it further. Registers are very well kept.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Raise standards of pupils' work in English further by improving the standards of writing and presentation throughout the school by :

- ensuring that the policy for handwriting is fully implemented,
- raising teachers' expectations of what the pupils are capable of in their written work, particularly at Key Stage 1,
- placing more emphasis on the good presentation of all work,
- utilising further the new computer suite and other computers as a way of improving expression, accuracy, grammar and spelling in written work. (paragraphs 13, 23)

Ensure that the training programme, which has been set up by the Borough for new governors, is fully implemented and that the new governors attend. (paragraph 1)

Continue the strategies in place to raise levels of attendance and ensure that all parents are aware of the need for pupils to attend regularly. (paragraph 26)

OTHER SPECIFIED FEATURES

The provision for and standards achieved by pupils with English as an additional language.

28. The school has a large majority of pupils who have English as an additional language and many of these pupils start school at the very early stages of acquiring English. The provision for these pupils is of consistently high quality. They are well taught and supported by the two specialist teachers, class teachers and support staff to develop their skills in English but also to ensure that they have full access to the curriculum and develop the specialist vocabularies needed in other subject areas.
29. These pupils are achieving very well from their previous levels and are often making swift progress in the subjects of the National Curriculum to attain standards in line with other pupils by the time they leave the school. Individual programmes and targets are well matched to the pupils' needs and their progress is carefully assessed and monitored to inform their future work. A strength of the provision is the close focus on particular skills in lessons and group work and the high level of expertise of all staff in developing English language for these pupils' skills.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	38	38	8	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	No of pupils
Number of pupils on the school's roll	293 (251 1999)
Number of full-time pupils eligible for free school meals	130

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	3	70

English as an additional language	No of pupils
Number of pupils with English as an additional language	178

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.9

Unauthorised absence

	%
School data	0.7
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	14	24	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	13
	Girls	19	19	21
	Total	27	29	34
Percentage of pupils at NC level 2 or above	School	71 (74)	76 (66)	89 (79)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	13	13
	Girls	19	21	20
	Total	27	34	33
Percentage of pupils at NC level 2 or above	School	71 (74)	89 (66)	87 (76)
	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	12	15	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	9	10	14
	Total	18	21	25
Percentage of pupils at NC level 4 or above	School	67 (41)	78 (41)	93 (50)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	8	9	14
	Total	17	20	25
Percentage of pupils at NC level 4 or above	School	63 (47)	74 (63)	93 (66)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	14
Black – African heritage	20
Black – other	15
Indian	1
Pakistani	12
Bangladeshi	13
Chinese	0
White	61
Any other minority ethnic group	121

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	17.9
Average class size	19.3

Education support staff: YR – Y7

Total number of education support staff	6
Total aggregate hours worked per week	158

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	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, which may be different from the number of pupils excluded.

Financial information

Financial year	1998/9
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	£
Total income	708223
Total expenditure	725804
Expenditure per pupil	2892
Balance brought forward from previous year	133419
Balance carried forward to next year	115838

Results of the survey of parents and carer

Questionnaire return rate

Number of questionnaires sent out	257
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	13	2	4	2
My child is making good progress in school.	63	31	2	0	4
Behaviour in the school is good.	55	37	2	2	4
My child gets the right amount of work to do at home.	58	27	10	4	2
The teaching is good.	69	25	2	0	4
I am kept well informed about how my child is getting on.	58	23	15	4	0
I would feel comfortable about approaching the school with questions or a problem.	56	35	8	2	0
The school expects my child to work hard and achieve his or her best.	69	25	2	0	4
The school works closely with parents.	44	29	17	2	8
The school is well led and managed.	75	16	0	0	10
The school is helping my child become mature and responsible.	60	31	8	2	0
The school provides an interesting range of activities outside lessons.	38	25	15	6	15

Other issues raised by parents

A very few parents at the parents' meeting were concerned about some of the playground behaviour and also about the small number of parents helping in the school. In both the parents' questionnaire response and the parents' meeting some parents would like to see more extra curricular activities.