

INSPECTION REPORT

**PEAKIRK CUM GLINTON C of E PRIMARY
SCHOOL**

Rectory Lane, Glinton, Peterborough, PE6 7JW.

LEA area: Peterborough City Council

Unique reference number: 110851

Headteacher: Miss V. E. Ware

Reporting inspector: Andrew Folker
2437

Dates of inspection: 12th – 13th July 2000

Inspection number: 190534

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Rectory Lane
Glinton
Peterborough

Postcode: PE6 7JW

Telephone number: 01733 252361

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Appropriate authority: The Governing Body

Name of chair of governors: Mr C Banks

Date of previous inspection: 25th - 29th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Peakirk cum Glinton Church of England (Aided) School, is situated in the village of Glinton about six miles north of Peterborough. It is of average size with 215 pupils on roll between the ages of four and eleven. Approximately a quarter of the pupils attend the school from outside the area because of parental preference. The social circumstances of pupils are mixed but overall they are generally favourable. The attainment of pupils entering the school is broadly average but this masks an exceptionally wide range of attainment that varies noticeably from year to year. There are 54 pupils on the schools register of special educational needs with 6 pupils having statements of special educational need. This is broadly in line with the national average. There is no significant ethnic minority. Less than three per cent of pupils are eligible for free school meals, which is below the national average.

A major fire in September 1999 destroyed a large area of the school. This is currently being rebuilt but, at the time of the inspection, some temporary accommodation was being used which meant conditions were cramped for some activities. The Headteacher retires at the end of the academic year and a new Headteacher will be in post from September 2000.

HOW GOOD THE SCHOOL IS

This is a good school with many good features. The standards achieved by pupils by the time they leave the school are high. The teaching is good overall although there is some variation between classes. The leadership and management is good and the school provides good value for money. The strengths of the school greatly outweigh its weaknesses.

What the school does well

- There is a clear focus on improving standards of attainment for all pupils. Good progress is made by pupils with special education needs.
- Standards in reading, mental mathematics and music are good across the school.
- Pupils' very good attitudes, behaviour and personal development, and the high quality of relationships have a very positive effect on the progress they make in their learning.
- The Headteacher has a clear vision for the school and, with the support of staff and governors, creates a safe and secure environment in which children learn well.
- There is very effective provision for developing pupils' spiritual, moral and social skills.

What could be improved

- Using the results of monitoring more rigorously to improve teaching further, notably in Year 1 and share the good practice which exists in other areas of the school.
- Making more effective use of assessment information to set targets for pupils and involving pupils more closely in assessing their own progress.*
- Continuing to improve standards of writing which are not as high as in other aspects of English.*

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

The areas marked * have already been identified by the school in their improvement plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has successfully addressed most of the key issues identified in the last inspection in November 1996 although more needs to be done. The results achieved by pupils in national tests at the age of eleven have risen year on year with a notable increase in the percentage of pupils attaining the higher levels. The school improvement plan identifies appropriate priorities linked to raising standards. It identifies ways in which success may be measured, training requirements and financial costings. The adoption of schemes of work for all subjects ensures that all attainment targets of the National Curriculum are represented in each key stage with appropriate time allocations although teachers' timetables do not always reflect these timings accurately. Teachers' planning identifies what pupils should learn although these objectives are not always shared sufficiently with pupils. Activities in lessons are now more closely matched to pupils' needs. The Headteacher and

other staff now carry out lesson observations to monitor teaching although the results of this are not yet used effectively to improve teaching or share good practice across the school. Teachers' responsibilities have been reviewed to ensure that all subjects are appropriately led and managed. The quality of teaching has improved. The value for money provided by the school has improved from satisfactory to good.

STANDARDS

The table shows the standards achieved by eleven 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	C	B	A	B	well above average A above average B average C below average D well below average E
mathematics	D	B	A	B	
science	C	B	A	C	

At the end of Key Stage 2 results in all subjects shows an improving trend. The number of pupils attaining the higher Level 5 standards has increased significantly, notably in science. In 1999 thirty-nine per cent of pupils achieved this standard in science and in the current year sixty-three per cent achieved it. Reading standards are consistently high across the school. In the current year's tests the school exceeded those targets it had set itself, in conjunction with the local education authority, in all subjects. The school has particular strengths in the quality of presentation of pupils' work. The majority of pupils reach the Desirable Learning Outcomes by the age of five. Results in national tests at the end of Key Stage 1 are variable and in 1999 were generally below average. The school has worked hard to improve the situation. As a result the current Year 2 pupils have obtained better results this year, particularly in reading where almost half the pupils attained the higher levels. Pupils with special education needs make particularly good progress against their individual targets.

Desirable Learning Outcomes includes pupils' knowledge and understanding of the world, mathematics, English, physical education, personal and social development and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested in learning and generally take pride in their work.
Behaviour, in and out of classrooms	Very good. Behaviour in lessons and around the school is of a high standard enabling pupils to learn effectively.
Personal development and relationships	Good. Pupils co-operate well with each other and adults.
Attendance	Very good. Children enjoy coming to school.

Pupils' positive attitudes to learning and their good behaviour enables them to learn well.

TEACHING AND LEARNING

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

The quality of teaching varies between classes. In seventy-one per cent of lessons the teaching ranged from good to excellent. The rest of the teaching was satisfactory with the exception of the teaching in Year 1 where it is unsatisfactory as expectations are too low. Features in the best teaching are characterised by the teachers' personal enthusiasm in which the tasks and activities planned capture the pupils' interests so that they make rapid progress. Teachers make the learning objectives clear to all pupils at the beginning of lessons and then discuss whether these objectives have been met at the end of the lessons. Teachers use focussed questions to assess and extend pupils understanding. Effective classroom organisation and management allows teachers to focus their teaching directly on small groups to ensure that all pupils make good progress.

The teaching of literacy and numeracy is generally good. Pupils with special education needs are well taught enabling them to make good progress. Higher attaining pupils are generally given tasks which extend their learning. The youngest pupils are well settled into school and make good progress during their reception year.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is an appropriate emphasis on literacy and numeracy and the curriculum meets statutory requirements. The provision for music is a notable strength.
Provision for pupils with special educational needs	Very good. Short term targets for learning are precisely identified and strategies to fulfil these targets are well implemented in lessons. Good support is given by teaching assistants.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good. Spiritual, moral and social development is exceptionally good and cultural development is good.
How well the school cares for its pupils	Good. Teachers and other adults know pupils well as individuals and provide effectively for their needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Headteacher and other key staff	Good. An excellent ethos has been created by the Headteacher, which is well supported by the staff and whole school community. The outcomes of the monitoring of lessons are not yet used as effectively as they might be to address inconsistencies in teaching.
How well the governors fulfil their responsibilities	Good. Governors are actively involved in the school and are aware of the strengths and weaknesses of the school.
The school's evaluation of its performance	Satisfactory. The school is beginning to analyse the results of assessments but this is not yet extended to setting targets for individuals or groups of pupils.
The strategic use of resources	Good. The school has maintained its progress and adapted well to changes in accommodation and resources caused by the recent fire. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • The school is approachable. • The good behaviour of pupils. • The school helps pupils to become mature and responsible. • The leadership of the school. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework their children are expected to do at home.

The inspection team agrees with the parents' positive comments. They consider that the range of activities provided outside lessons, particularly the before and after school provision, compares favourably with that in other schools nationally. Inspectors agree that the provision of homework is not always consistent across the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

There is a clear focus on improving standards of attainment for all pupils with particularly good progress being made by pupils with special education needs.

1. The attainment range of pupils is exceptionally wide in most classes. The school's results in the 1999 national tests for eleven year olds are well above average when compared to all schools and above average for similar schools except in science where they are above average compared to all schools and broadly in line with standards in similar schools. Results over the last three years show consistent improvement. The percentage of pupils attaining the higher levels shows an upward trend in English, mathematics and science, particularly in science where the work in lessons and results from the current tests show that almost two thirds of pupils achieve the higher levels. The results for seven year olds vary because of differences between year groups but are not as good as for the older pupils and, in 1999, were below the average for all schools and well below in comparison with similar schools. This is partly because of the high number of pupils on the school's register of special education needs but also reflects the inconsistent quality of teaching in Key Stage 1. The results of baseline assessments for the youngest children show that good progress is made during their first year in school. The work of the current Year 2 pupils, as seen in lessons and from the scrutiny of books shows that pupils work productively taking a pride in their work. The results of the current end of year tests show a dramatic improvement, particularly in mathematics where almost a quarter of pupils reached above average standards. The school improvement plan is securely rooted and focussed on raising levels of attainment. The results of tests are analysed and used to identify areas for improvement, such as writing. Teachers' planning, particularly for literacy and numeracy, has been improved and now clearly identifies what pupils are expected to learn and tasks that are closely matched to their needs. These initiatives have a positive impact on classroom practice and raising standards. The arrangements for teaching mathematics in attainment groups in Year 5 and 6 are raising standards for all pupils.

2. The work of pupils on the school's register of special education needs is carefully planned and well managed to ensure they make as much progress as possible. Pupils have individual plans for their learning and have full access to a broad and balanced curriculum. These plans contain targets that are specific, measurable and easily understood by pupils and parents. The pupils make good progress. Effective use is made of specific grants; for example the extra support for pupils in Key Stage 2 'booster classes' and additional literacy support for pupils in Years 3 and 4 has been instrumental in raising standards. The school has maintained the good standard seen in the last inspection because of the good leadership and management by the special education needs co-ordinator and the support of all colleagues.

Standards in reading, mental mathematics and music are good across the school.

3. All pupils show positive attitudes to reading. In the Reception class children recognise the shape and sound of letters and use their phonic knowledge to read unknown words. Good attention is paid to ensuring children recognise important words such as the days of the week. In Year 2 pupils read with increasing confidence and the higher attainers are able to extract ideas from information texts using an index and re-present this information in their own style. Systematic attention is paid to the teaching of phonics so that pupils are able to use their phonic skills when meeting new words. In Year 6 pupils read for pleasure and several take books, such as the latest 'Harry Potter' novel, to read during playtimes. The provisional results of this years national tests at Key Stage 2 show

that over a half of pupils attain at the higher level in reading.

4. In mathematics pupils' mental agility with numbers is good reflecting the school's emphasis on this aspect of numeracy. Many opportunities are taken to involve pupils in real life mental calculations, such as calculating the numbers for dinners using information from registration periods. In Year 2 pupils learning to tell the time make good progress with the higher attaining pupils confident in expressing times both in analogue and digital form and converting between the two. By the time they are eleven pupils are enthusiastic about completing a quick-fire mental arithmetic game with a determination to reduce the time taken previously. The higher attaining set is able to work out percentages such as finding 35 per cent of £200 with accuracy and understand how different methods may be used.

5. Music was seen and heard in a variety of forms during the inspection; music permeates the life of the school. In all cases standards were good. In assemblies pupils sing with enthusiasm paying good attention to diction and pitch. They model themselves well on adults who perform alongside them. During rehearsals for the school Eucharist pupils were very well taught striving to improve their performance of complex hymns such as 'Jerusalem'. Pupils are taught to play a variety of instruments by teaching and peripatetic staff. The orchestra performs to a high standard and regularly accompanies whole school singing and performs to outside audiences. Visiting musicians frequently perform at the school.

Children's very good attitudes, behaviour and personal development, and the high quality of relationships have a very positive effect on the progress they make in their learning.

6. Pupils' attitudes to work are good. They are interested in their learning, concentrate for sustained periods of time and take great pride in their work. In a hymn practice pupils listen carefully to teachers as to how they can improve their singing techniques and then strive to implement this. They listen attentively and respectfully to teachers and to each other and are able to give reasoned answers to questions. When set to work pupils become engrossed in tasks and do not require close supervision. The older pupils have a serious and purposeful attitude to their work; for example, when designing an experiment to check the germination of seeds pupils concentrated particularly well. Pupils help each other around the school and take good care of their surroundings. They are involved in the daily routines of the school such as setting up the hall for assemblies.

7. Pupils' behaviour is very good, which enables staff to trust them to work productively. They work and play well together. The 'Code of Conduct', drawn up by the pupils themselves is adhered to closely. Around the school pupils are courteous and polite to adults and each other. They have respect for the feelings of others. At playtimes older pupils care for their younger peers and any incidents are dealt with in a mature fashion. An example of this was seen when a thrown ball accidentally hit a child on the head. The child who had thrown the ball immediately checked whether the other child had been hurt and the 'injured party' responded that they were fine. The whole incident was dealt with in an atmosphere of trust and care for each other. Pupils take responsibility for themselves and their belongings.

8. Attendance is very good. The level of unauthorised absence is well below the national average. Lessons start punctually. There is a clear attendance policy with effective procedures for maintaining this high level of attendance.

The Headteacher has a clear vision for the school and, with the support of staff and governors, creates a safe and secure environment in which children learn well.

9. The Headteacher has successfully created a very positive ethos in which children can learn. She is well supported by her deputy head and all adults who work in the school. There is a clear vision based on respect for individuals. The school aims are set within a Christian framework and are reflected in all areas of the school's work. The pupils are made aware of their responsibilities and know that there are high expectations of them. Teachers know pupils well as individuals and there are good arrangements to track their academic and personal progress. There are effective arrangements for ensuring pupils' safety; notably in the front playground where building work is underway. Despite the trauma of the fire and consequent upheaval the school has continued to make progress with its development plan. The Headteacher allocates some of her time to teaching and this gives her an insight into the implementation of policies and gains her credibility with the teaching staff.

10. The work of the Governing Body fulfils statutory requirements. A hard working and conscientious Chair leads the Governors. They have a good working knowledge of how well the school is doing. This is based on reports from the Headteacher and their active presence in school. Each Governor has an assigned responsibility for a subject and maintains close contact with the subject co-ordinator. The Governors have a shared commitment to raising standards throughout the school and are actively involved in formulating and monitoring the development plan. Regular visits are made to the school, either to help in class or to find out about specific issues, such as the implementation of the literacy and numeracy strategies.

There is very effective provision for developing pupils' spiritual, moral and social skills.

11. Provision for pupils spiritual, moral and social development has improved since the last inspection.

12. The ethos of the school reflects Christian values and there is a strong commitment to appreciating that these beliefs should be used by pupils as a basis for their lives and relationships with others. Pupils are proud to show their commitment to their beliefs in the whole school Eucharist. Members of the school community are regularly encouraged to appreciate the needs of others. Time is allocated for pupils to discuss moral and social issues in class.

13. The school is unequivocal in expecting high standards of pupils' moral development. Pupils are clear about right and wrong. Their good behaviour is based on the Code of Conduct, which they have devised. This is displayed in all classrooms and has a positive impact on practice in lessons, and around the school. Pupils are proud of their school. They take good care of their environment and resources.

14. Support for the pupils' social development is a strength of the school. Pupils are actively encouraged to take responsibility for each other and to work together. Relationships throughout the school are good. Teachers provide good role models for pupils demonstrating how to treat one other in an appropriate manner. Pupils work and play well together. A residential trip is arranged in alternate years for Year 5 and 6 pupils which contributes to their social development.

WHAT COULD BE IMPROVED

Using the results of monitoring to improve teaching further, notably in Year 1, and share the good practice, which exists in other areas of the school.

15. The Headteacher and some of those teachers with responsibility for leading and managing subjects, undertake some monitoring of classroom teaching. Teachers' planning is monitored to ensure that the content of the curriculum is being covered. At its current level classroom monitoring is not yet rigorous enough to evaluate the effectiveness of teaching on pupils' progress or to identify where teaching needs improvement. In Year 1 the teaching often fails to stimulate pupils interest sufficiently and knowledge of the literacy and numeracy strategy is insecure; consequently expectations are too low. The results of monitoring are not used effectively to share the good teaching practice, such as the teaching of science in Year 5, that exists across the school.

Making more effective use of assessment information to set targets for pupils and involving pupils in assessing their own progress.

16. The school has begun to track pupils' progress by recording the results of national tests and by using the results of other tests in Key Stage 2. Effective analysis is also undertaken to show how the results of initiatives such as the additional literacy strategy and booster class, affect attainment. This structure provides a useful check on progress but is not yet used to focus attention on how pupils' performance may be improved in the future or to set overall class or school targets. The system already used for pupils with special education needs in their individual education plans provides a sound basis upon which to base this work.

Standards of writing which are not as high as other aspects of English.

17. The school has given good attention recently to improving some aspects of writing such as presentation, punctuation and spelling and the standards attained across the school are now at least satisfactory. The marking of pupils' work is chiefly concerned with these aspects. More attention now needs to be given to the content of what pupils write and ways in which they may refine and improve upon their initial drafts. In some classes extra attention is being given to extending pupils' writing by providing extra time but this is not yet consistent across the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The school should now:

- (1) sharpen the focus for monitoring lessons so that strengths and weaknesses are clearly identified and the outcomes used to improve performance;
- (2) use the results of assessments to set future learning targets for individuals and groups of pupils and sharing these with pupils and parents;
- (3) continue to raise standards in writing.

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
3	34	34	21	7		

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)	N/A	215
Number of full-time pupils eligible for free school meals	N/A	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	6
Number of pupils on the school's special educational needs register	N/A	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	N/A

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.02
National comparative data	5.1

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	18	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	14	16	10
	Total	22	25	19
Percentage of pupils at NC level 2 or above	School	79 (97)	89(94)	68 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	14	10	11
	Total	22	19	20
Percentage of pupils at NC level 2 or above	School	79 (96)	68 (90)	71 (97)
	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	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	17
	Girls	13	11	12
	Total	29	28	29
Percentage of pupils at NC level 4 or above	School	88 (76)	85 (63)	88 (72)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	15
	Girls	13	12	11
	Total	29	28	26
Percentage of pupils at NC level 4 or above	School	88 (76)	85 (63)	79 (85)
	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	0
Black – African heritage	0
Black – other	0
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	1
White	182
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y R– Y6

Total number of qualified teachers (FTE)	8.8
Number of pupils per qualified teacher	28.8
Average class size	30.7

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	146

Financial information

Financial year	1999-2000
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	£
Total income	350528
Total expenditure	364420
Expenditure per pupil	1695
Balance brought forward from previous year	21177
Balance carried forward to next year	7285

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	41			2
My child is making good progress in school.	39	41	18	2	
Behaviour in the school is good.	34	64	2		
My child gets the right amount of work to do at home.	30	32	34	5	
The teaching is good.	37	53	9		
I am kept well informed about how my child is getting on.	20	57	23		
I would feel comfortable about approaching the school with questions or a problem.	50	36	14		
The school expects my child to work hard and achieve his or her best.	34	55	9		2
The school works closely with parents.	23	47	26	5	
The school is well led and managed.	30	41	20	2	7
The school is helping my child become mature and responsible.	25	61	14		
The school provides an interesting range of activities outside lessons.	19	36	19	21	5

Other issues raised by parents

Inspectors agree with the positive views expressed by parents and carers. They consider that the range of extra-curricular activities, particularly the before and after school provision, compares favourably with other schools nationally. Inspectors agree that the provision of homework is not always consistent across the school.