

INSPECTION REPORT

TUGBY CE PRIMARY SCHOOL

Tugby

LEA area: Leicestershire

Unique reference number: 120168

Headteacher: Mrs M Branagh

Reporting inspector: Mr R Cheetham
2592

Dates of inspection: 4th-5th April 2000

Inspection number: 196485

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 4-11
Gender of pupils: Mixed

School address: Main Street
Tugby
Leicestershire
Postcode: LE7 9WD
Telephone number: 0116 2598248
Fax number: N/A

Appropriate authority: Governing body
Name of chair of governors: Mrs D Wright

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tugby Church of England (controlled) Primary School is much smaller than other primary schools. Pupils start school in the term after their fourth birthday and leave at eleven years of age. The number on roll is 69 (including 5 part-time pupils in the under fives group) and this is a significant increase since the last inspection. Most pupils are white and four are from minority ethnic backgrounds. Twenty per cent of pupils come from outside the school's catchment area. Although the school roll is continuing to grow, there are a few spaces in Years 4 and 5. When they start school, the attainment of the four year olds is as that normally found and a significant minority attain above this.

The school is in the village of Tugby and serves surrounding villages and hamlets. It is an area of some social advantage. One per cent of pupils is entitled to free school meals, which is well below average. There are 15% of pupils on the school's register of special educational needs, which is below average. No pupils have statements of special educational needs. The nature of the special needs of those on the register includes general and specific learning difficulties.

Since the last inspection, with the exception of the headteacher, all the teaching staff are new to the school. Because of increased numbers on roll, the school now has an additional permanent classroom and one that is temporary. The school's present class organisation has only been in place for a few weeks because of a recent teacher appointment and the opening of the classroom.

HOW GOOD THE SCHOOL IS

Tugby Primary School is a very effective school. Its pupils have a very good range of learning opportunities and the quality of teaching is good. The school is very well led. It has an effective governing body and makes good use of its resources. In common with many small primary schools, it has high unit costs. However, its pupils make good progress and attain good standards at the end of both key stages and so it provides good value for money.

What the school does well

- At the end of both key stages, pupils attain good standards in the core subjects of English, mathematics and science
- The school provides very good curricular and other opportunities
- There is good teaching throughout the school with excellent teaching in the Year 5/6 class
- The headteacher provides very good leadership, works effectively with the governors and ensures that major aspects of the school's provision are monitored well

What could be improved

- Short term planning and record keeping in the foundation subjects is not precise enough
- The school's strategic development plan should be clearer and more detailed

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996 and since then it has made good progress on the Key Issues in the report and all major aspects of its work. There are policies and schemes of work for all subjects; an under fives' policy has been guiding work since 1997 and assessment procedures have improved but not in all subjects. The school development plan involves staff and governors. It clearly sets out costed priorities for a year ahead, with aims for the next three years but this aspect of the plan lacks detail. At the end of both key stages, standards in English and mathematics have improved. Staffing changes have brought additional subject expertise such as information and communication technology. Pupils benefit from a low pupil-teacher ratio and significantly improved accommodation. The school is well placed to maintain its high standards and make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	B	D
mathematics	A	A	A*	A
science	B	A	A*	A

Key

well above average A

above average B

average C

below average D

well below average E

Note: A* indicates that standards are very high.

Just under half the pupils start school with standards in literacy and numeracy above what is normally expected for their age. In different year groups the proportion of pupils attaining higher than average levels fluctuates. The small numbers magnify the effect of this on the results of each age group. In the last four years pupils' attainment, at the end of both key stages, has been consistently above average. In 1999, standards at the end of Key Stage 2 were very high in mathematics and science and above average in English. When compared with similar schools, the results were above average in mathematics and science but below average in English. This was because the proportion of pupils attaining more highly in writing was below average. Although standards in English declined relative to previous years, the work pupils were doing during the inspection confirms that standards in all three subjects are good. Trends in standards of attainment show that the school has matched the national rate of improvement. More significant is the good progress pupils make from their starting points. The school has set challenging and achievable targets for 2000 and 2001 and is on course to reach them. Pupils with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very interested in their work and take pride in what they produce. They are willing to work together in groups or sustain their interest when working alone.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Older pupils are aware of their influence on younger ones and behave responsibly. Pupils generally take turns when working in groups and are polite to adults and one another.
Personal development and relationships	Personal development is good. Older pupils willingly take on responsibilities and show initiative. Pupils are confident learners and most are good at looking after themselves and their work. A few of the youngest pupils seek too much of adults' attention.
Attendance	Attendance is very good and pupils enjoy school.

Overall, pupils' attitudes, behaviour and personal development are good and help them make good progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good or very good	Mostly good or excellent with some satisfactory

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.

17% of teaching is excellent, 17% is very good, 49% is good and 17% is satisfactory. The skills of literacy and numeracy are taught well and to a very high standard in the Year 5/6 class. Science is taught well and pupils learn how to conduct experiments and ask scientific questions. Teachers have good subject knowledge and make the most of small class numbers to set challenging tasks that are well matched to pupils' abilities. Occasionally, support staff are not used to best effect, the pace of lessons is too slow and teachers do not ask enough of the higher attaining pupils. In the core subjects, teachers are very clear about what they want pupils to learn but this is not the case in all the foundation subjects. The best teaching stimulates pupils to think about what they have learned and how they might improve. Teaching generally meets the needs of all the pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good. The curriculum is broad and relevant to pupils' learning needs. A strong feature of the provision is how teachers do not allow any pupils to miss any learning opportunities offered. Extra-curricular activities are good and offered at different times to widen the access. Another good feature is how literacy and numeracy skills are taught in other subjects.
Provision for pupils with special educational needs	Targets in pupils' individual education plans are clear and manageable and help them make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Staff have high expectations and provide very good role models. The school reinforces Christian values. Pupils learn tolerance and understand moral and social issues well. Assemblies make a good contribution to pupils' spiritual development and the curriculum is widely based so that pupils' cultural development is good.
How well the school cares for its pupils	The school knows its pupils well and takes good care of them. The school effectively promotes good behaviour and attendance and has a very effective system of involving pupils if any bullying occurs. In the core subjects, the school has very good systems of using pupil assessment data effectively. It does not track pupils' progress in the foundation subjects in sufficient detail.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school very well. With the governors and experienced staff, she has ensured continuing improvement through period of significant change in this small school. Together, the staff team create a good ethos for learning.
How well the governors fulfil their responsibilities	Governors are committed school supporters who are in close touch with developments and monitor progress through formal and informal means.
The school's evaluation of its performance	The school is developing good systems of monitoring and evaluation and already keeps major elements of its work under careful review. It plans to have all aspects of its performance systematically reviewed at least once every three years.
The strategic use of	The school makes very good use of its finance so that accommodation

resources	and staffing are much improved and resources are good. The school makes satisfactory use of the principles of best value.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching • Children expected to work hard and do their best • Children like school 	<ul style="list-style-type: none"> • Better information about children's progress • School to be more receptive to parents' questions and problems • Closer working links with parents

Parents have high expectations of the school and are generally pleased with what it can provide. The inspection agrees with parents' positive views. The inspection finds that the school provides a very good level of information for parents, that there are adequate measures in place for parents to air their concerns and that links with the majority of parents are effective.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

At the end of both key stages, pupils attain good standards in English, mathematics and science

1 Over the past four years, seven and eleven year old pupils have attained higher than national average standards in English, mathematics and science. This trend of above average attainment continues with the current pupils.

2 In the reception class, the teacher puts a high priority on encouraging children to express themselves clearly and confidently. At seven years of age, they express themselves well but listen less well. They are direct and confident speakers who enjoy asking questions and making plain their ideas. In class lessons, they answer clearly and a few are keen to elaborate on their first thoughts, but they do not always listen to what others try to say. By eleven, they take part maturely and sensitively in extended, detailed discussions. One comment was typical of the general tone during a consideration of parody in the Year 5/6 class when a pupil offered, " I agree with what you say and also think that"

3 Pupils enjoy books and treat them with care. By seven, most are reading a range of texts with some fluency and understanding. They particularly appreciate humorous parts in stories and re-read them with relish. They are good at recognising the sounds that groups of letters make and use meaning to make reasonable guesses at unfamiliar words. By eleven, most are fluent and perceptive readers and make detailed references to text to back up their opinions. They use summarising precisely and gain information from different sources well, as in their project on Nepal.

4 As a result of good teaching, writing skills have improved across the school. Spelling accuracy is improving. The youngest children are keen to record their ideas, as in a science lesson on the qualities of paper. By seven, their writing is legible and many are trying to join their letters. It is clear from their writing what they mean and higher attaining pupils are using a wider range of words to express their thoughts more fully. By eleven, most write extended pieces that begin engagingly and sustain interest through a range of expression and different writing techniques. They also write succinctly, as in the advertisements for Houdini, the escaped hamster. A minority of pupils are still trying to sustain the development of ideas in longer pieces of writing, but generally their work is accurate and, in common with others, is well presented.

5 Pupils throughout the school develop confidence in their mathematical ability. They learn basic number skills well and by seven, have a good recall of addition and subtraction facts. They are particularly good at using bar charts to present information they have gathered and then asking and answering questions about it. This trend continues so that, by eleven they can interrogate a database confidently and quickly spot anomalies. They use mathematical language, such as rogue values, as a matter of course and are confident mathematicians, able to use patterns to make predictions. A strong feature of the school's work is the way pupils use their mathematical skills in other subjects such as science.

6 Children make an impressive start to learning science in the reception class. In one lesson, they experimented with different kinds of paper to work out how useful they were for wrapping presents. They related and recorded what they had found out and compared the different qualities of the paper. They categorised them for strength, durability and ease of wrapping. Throughout the lesson they observed keenly and collaborated well. By

seven, pupils continue to benefit from knowledgeable teaching that emphasises an investigative approach to their work. They use simple equipment to conduct experiments such as finding out how far model cars will roll down a slope. They learn about variables and are beginning to understand about fair testing. They use mathematical skills to estimate, measure and record their findings well. By eleven they are developing a good scientific knowledge and vocabulary. They understand the need for a fair test, make sensible predictions based on evidence and use their conclusions to generalise and predict, as in some work on the separation of liquids.

7 Pupils' high standards of attainment are the result of the interest they have in their work and the way this is sustained through good quality teaching.

The school provides very good curricular and other opportunities

8 The school has made good progress since the last inspection in writing, adopting and using schemes of work for all subjects to guide teaching. This has been particularly important as new teachers have joined the staff and has helped them fit in quickly to the school's expectations. One significant development has been the improvement of information and communication skills across most subjects, so that standards are now satisfactory. This is an improvement since the last inspection. Another significant development is the introduction of extended pieces of work to challenge higher attaining pupils in such subjects as geography.

9 The national strategies for literacy and numeracy have been introduced well and the structure of these lessons is influencing the way teachers work in other subjects. This gives lessons a consistent structure but still accommodates a range of different teaching strategies. The national materials are being used well because they are being modified to the needs of the pupils. Pupils are well motivated by this approach and an example of this is when some older pupils take advantage of additional support, returning to school on Saturdays for extra tuition.

10 All subjects of the National Curriculum are given a time allocation that is appropriate to this school and pupils have full access to a range of opportunities. For instance, additional time is allocated for physical education. This decision is based on research findings and the school's experience that physical exercise promotes better learning across the curriculum. All the older pupils go swimming and time is allocated for travel. This takes place during the winter months so that opportunities for summer sports can be fully exploited.

11 The individual education plans for pupils on the register of special educational needs are very clear. They are based on accurate assessments of pupils' needs and have short term, precise targets and methods that support teachers' planning and the work of classroom assistants. As a result of this provision, pupils make good progress towards the targets set.

12 The school has a strong commitment to pupils' personal development and time is allowed for them to discuss their feelings, their reactions to current events and to moral and social issues. This approach is consistent with the school's handling of any issues related to bullying. Pupils are encouraged to report if they feel unkindly treated. Staff follow this up through discussion with all involved, as well as others who might be encouraged to help. The school backs this up by giving pupils additional responsibilities such as play ground "happiness monitors" who keep an eye open for any pupils who may begin to be excluded from play ground games. Assemblies make a good contribution to pupils' spiritual

development and visits from an Asian arts dance teacher, work on Nepal and visits to a temple strengthen pupils' understanding of other cultures and faiths. Staff provide good role models and know their pupils well. They set high standards for social and moral development so that pupils' overall personal development is good.

13 The school has a good range of extra activities. These include access to additional specialist music tuition during lesson time and a number of clubs outside of this. These change at regular intervals and some take place at lunchtime so that pupils who live at a distance from school can take part. Currently the clubs include: French, drama, singing, art and football. The school arranges visits to local places of interest as a routine part of teaching. All pupils have access to the visits and the school encourages pupils in Key Stage 2 to attend at least one club.

There is good teaching throughout the school with excellent teaching in the Year 5/6 class

14 Teaching has a number of strong features that contributes to the school's overall effectiveness. Small class sizes are an important factor in the school's provision but this alone does not guarantee the quality of teaching. Teachers take full advantage of the opportunities by working intensively with small groups and individuals and setting targets for improvement that are followed up. This keeps the focus sharply on improvement and progress.

15 A distinctive feature of the work in the Year 5/6 class is the high level discussions between teacher and pupils that continue through different parts of the lessons. Pupils are consistently challenged to think hard about their work because the teacher asks perceptive questions and sets more complex tasks when one nears its end. She paces work very well as in a mathematics lesson. The comprehensive introduction began with a brisk mental and oral revision of number facts, led onto work on straight line and conversion graphs and concluded with a preface to more demanding work on data analysis. The lesson continued with work in groups that was well adjusted to pupils' abilities and ended with the whole class analysing data sets for inconsistencies. Work in English is similarly demanding and in these lessons, the teacher encourages pupils' personal responses to text but asks that they are based on analysis. Pupils respond very well to these teaching methods. They enjoy their work, take a pride in it and make good progress.

16 There is also challenging work in other classes. The reception class teacher has high expectations of her pupils. In science, for example they learn the basics of investigation through raising initial questions and assumptions and then trying them out in a controlled way. Pupils here and in other classes are well managed. A few younger pupils want too much of the teachers' time and try to gain attention. Teachers cope with this very well and place a strong emphasis on including all of the pupils in the lesson and this skilful approach helps to moderate behaviour.

17 Teachers plan well particularly for English, mathematics and science. Literacy and numeracy skills are taught well and the planning follows national guidance but is not restricted by it. In a Year 1/2 class, mathematics work carefully builds on what pupils learned previously so that knowledge of basic number operations is good and pupils answer confidently. All teachers set work that is well matched to pupils' abilities. In a Year 1/2 mathematics lesson, the teacher organised six different levels of work to challenge the pupils precisely. In this lesson, additional staff and a skilled parent helper assisted her very well so that all the pupils were very well supported. Teachers generally use information and communication technology well for dance in Reception, music in assemblies, overhead

transparencies in mathematics lessons and computers for English, research and mathematics.

18 In a few lessons, teachers allow the pace of work to slacken as in a Year 5/6 design and technology lesson when opportunities for skills' development were missed. Occasionally, too little is asked of higher attaining pupils as in a Year 3/4 lesson in which other aspects, such as the use of a computer programme to consolidate learning, were good.

19 Teachers generally allow pupils time to reflect on their work and encourage them to think through their answers carefully. They structure lessons so that pupils know what is expected of them. The Reception class teacher allows for short concentration spans by seizing the right moment to consolidate or extend learning and knowing when to change the focus of the activity. The Year 5/6 teacher uses a good mix of activities such as in a science lesson using a video, direct teaching and practical work. At the end of the lesson, she consolidated the work with a whole class discussion on what they had learned. Teachers use resources well, as in a Year 1/2 English lesson in which word wheels reinforced spelling and compound words.

The headteacher provides very good leadership, works effectively with the governors and ensures that major aspects of the school's provision are monitored well

20 The headteacher has a clear view of school improvement. She shares this effectively with the staff and has created a good sense of teamwork and commitment. She is well supported by governors who fulfil most of their functions well, take their responsibilities seriously and are keen to improve the effectiveness of what they do. The governors and headteacher work well together to make important decisions about the school's development such as spending the budget carry forward on additional building and extra staffing. Both decisions have improved the school's quality of provision.

21 The headteacher has led the school through a period of rapid change. Pupil numbers have risen quickly and have been accompanied by staff changes and additional building. Throughout this period, the school has continued to improve. Continuing evaluation of school performance is a very good feature of its management. The procedures help to spot weaknesses so that the school can take effective action. For instance, some unsatisfactory teaching led to slower than usual progress in one class. The teacher was supported and made some improvement before leaving. The pupils are now being given additional support and gaining benefit from the decision to employ an extra teacher. Similarly, slightly lower attainment was noticed when results for science and writing were analysed. This led to improvements in spelling and the quality of science teaching. The headteacher routinely reports to the governors on the school's performance so that they have a good view of the schools' strengths and weaknesses. The school plans to incorporate these monitoring activities into an all-embracing school review process.

22 Staff work well together to decide the school's priorities and governors play their part in this process. As a result, the school development plan has improved since the last inspection and reflects the school's aims and priorities for this year very well. Staff development is set within the plan. It largely reflects the national priorities for literacy and numeracy but also the local authority's development plan priorities for management improvement. With the changeover of staff, their careful selection was an important school priority. The headteacher went to extra lengths to make good appointments to strengthen overall teaching with specialisms to broaden the school's curriculum planning base. New staff start at the school after careful preparation. The good induction process and team working ensures that they quickly settle in and work effectively.

WHAT COULD BE IMPROVED

Short-term planning and record keeping in the foundation subjects are not precise enough

23 The school has developed guidance to help teachers plan their work in all subjects. In the core subjects of English, mathematics and science, teachers prepare detailed weekly and daily plans and record pupils' progress well. In the remaining subjects, planning need not be in such detail but should still show clearly what pupils are to learn.

24 In most foundation subjects, teachers routinely include details of the activities that pupils are going to work on. They also include notes about resources and how classroom assistants or parents will support learning. This level of planning helps teachers to organise their classrooms and to plan work in groups. Teachers do not identify regularly what they want pupils to learn from the lesson. The school's short-term planning sheets are designed to make this possible but all teachers do not use them consistently. This means that, for example the systematic development of skills in each subject is not adequately planned for nor easily assessed.

25 Similarly, the planning sheets have space for teachers to note what pupils have learned in the foundation subjects. All staff do not complete these systematically. This then makes it difficult to track pupils' progress in the foundation subjects with the same accuracy as the school does in the core subjects. It also means that any improvements in the English and mathematics skills that are practised in other subjects are not routinely noted.

The school's strategic development plan should be clearer and more detailed

26 Since the last inspection, the staff and governors have made important improvements to the school development plan. It plans in detail what the school will do over one year and is linked to the school's aims. It also includes an outline set of more specific aims for the next three years. The school also sets some targets for pupils' attainment over the next two years. The specific aims are not set out in enough detail for the school to plan effectively for achieving them within the timescale.

27 The school has done some detailed financial planning. This indicates that its current leasing arrangements of the mobile classroom and its present level of staffing can be sustained over the medium term. These are major investments in school improvement but there are no arrangements to judge the effectiveness of this spending on, for instance, pupils' rates of progress.

28 The school should draw together all these developments that are outlined in its development plan aims into a more detailed strategic development plan. Then finance can be more precisely targeted on raising attainment even further and the effects of spending can be evaluated.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29 The school should now:

- (1) use the current short term planning formats to plan more rigorously for what pupils are to learn in the foundation subjects, record their progress and monitor the way in which this is done

Paragraphs 24 and 25

- (2) plan in greater detail over the next three years how the aims in the school development plan will be achieved by:

- linking targets in pupils' performance and the outline aims to methods of achieving these and accurate costs
- ensuring that there are measurable ways of judging the degree of success of the actions in the plan

Paragraphs 26, 27 and 28

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	17	49	17	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)	0	67
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	10

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	96.5
National comparative data	94.1

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	65
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	15
Average class size	17

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	45

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998-1999
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	£
Total income	142060
Total expenditure	134674
Expenditure per pupil	2245
Balance brought forward from previous year	5812
Balance carried forward to next year	13198

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	69
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	46	8	0	0
My child is making good progress in school.	42	53	5	0	0
Behaviour in the school is good.	36	56	3	0	5
My child gets the right amount of work to do at home.	22	67	8	0	3
The teaching is good.	52	38	0	0	10
I am kept well informed about how my child is getting on.	38	41	18	3	0
I would feel comfortable about approaching the school with questions or a problem.	41	16	38	5	0
The school expects my child to work hard and achieve his or her best.	51	44	0	0	5
The school works closely with parents.	38	36	26	0	0
The school is well led and managed.	45	45	8	0	2
The school is helping my child become mature and responsible.	45	50	3	0	2
The school provides an interesting range of activities outside lessons.	31	50	0	0	19

Summary of parents' and carers' responses

Parents have high expectations of the school and are generally pleased with what it can provide. The inspection agrees with parents' positive views. The inspection finds that the school provides a good level of written and oral information for parents and that links with the majority of parents are effective. The school and governors are concerned by the high percentage of parents who do not feel comfortable about approaching the school with questions or a problem and intend to pursue this further. The inspection team could not find evidence to support the concerned parents' views and finds that there are adequate measures in place for parents to air their views including ready access to the headteacher.