

INSPECTION REPORT

**WOODCHESTER ENDOWED CE PRIMARY
SCHOOL**

Woodchester

Nr Stroud

LEA area: Gloucestershire

Unique reference number: 115704

Headteacher: Mr N Holland

Reporting inspector: Mr R P Bamber
15064

Dates of inspection: 11 – 12 March 2002

Inspection number: 198188

Short 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:	Church Road North Woodchester Nr Stroud Gloucestershire
Postcode:	GL5 5PD
Telephone number:	01453 872476
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Beverley Butler
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodchester Endowed Church of England Primary School is located in a village in the southern part of Gloucestershire. Most pupils come from relatively advantaged backgrounds. There are 173 pupils on roll, seven more boys than girls, and 11 pupils are aged under five. Around 16 per cent are registered by the school as having special educational needs, which is below average. Two pupils have Statements of Special Educational Need. A much lower proportion of pupils is entitled to a free school meal than is the average nationally. Around five per cent of pupils of European heritage use English as an additional language, which is higher than is normally found.

Since the last inspection, an increase in the number of pupils on roll has resulted in an extra teacher and a newly created Year 1 class. In addition, a new chair of governors, deputy headteacher and head of the infants department have been appointed, a new information and communication technology suite has been provided and single-age classes in Years R, 1 and 2 have been established. Over the last three years, pupils entered the school with average attainment overall.

HOW GOOD THE SCHOOL IS

This is an effective school which overtly promotes Christian values. Pupils achieve well and have very positive attitudes to their work and the activities that the school provides. Their personal development is good and they relate well to each other. The quality of teaching is good overall. The well-above average standards in Year 6, apart from in information and communication technology, have been maintained or improved further since the last inspection. The school offers good value for money.

What the school does well

- In Year 6, pupils attain well above average standards in English, mathematics and science.
- Overall, the quality of teaching and learning is good.
- Pupils have very positive attitudes to their work and the vast majority behaves well.
- The school is well led and managed.

What could be improved

- The school does not fully teach the National Curriculum in information and communication technology and, as a result, pupils attain below-average standards by the time they leave the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has improved well since the last inspection in October 1997. Standards in English, mathematics and science have risen. However, standards in information and communication technology have fallen. The quality of teaching and learning, behaviour and leadership and management has been maintained. A smaller majority of parents now view all aspects of the school's work positively. Governors have successfully addressed the key issues identified at the time of the last inspection.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	B
mathematics	A*	B	A	B
science	A*	A	A	A

Key	
High	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall, the school's standards are consistently well above average. When compared with those of similar schools, the 2001 results show that standards were well above average in science and above average in English and mathematics. Over the last two years, boys have performed better than girls. This can be explained by the fact that there was a much higher percentage of girls than is the school's norm with special educational needs in those year groups. Boys in the school have out-performed boys nationally over the last three years. The trend in the school's improvement in Year 6 national test results has been broadly in line with that nationally.

The school has set realistic targets for the 2002 Year 6 national tests. The present Year 6 pupils are attaining well above average standards in English, mathematics and science and are in line to achieve the school's targets for them. The school's recent efforts to improve pupils' writing have been successful and pupils now write very well. However, Year 6 and other older pupils in the school attain below-average standards in information and communication technology because the school's provision is at present unsatisfactory.

The results of the Year 2 2001 national tests show that standards were well above average in reading and mathematics and above average in writing. When compared with similar schools, standards were well above average in reading, above average in mathematics and average in writing. Over the last four years, Year 2 pupils' standards in reading have been consistently above average. Overall, their standards in writing and mathematics have been above or well above average. Standards in the present Year 2 are generally lower than last year because a much higher proportion of pupils, nearly one third, have special educational needs. This will tend to lower average standards. However, because of the school's successful strategies for improving writing, pupils in Year 2 presently attain above-average standards in this aspect of their work.

Children in the reception class entered the school with broadly average attainment. The children have made good progress and many are likely to exceed the early learning goals set for them nationally by the time they enter Year 1. Throughout the school, pupils achieve well. This applies equally to pupils with special educational needs, who make good progress overall, and to those pupils who use English as an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard, persevere with tasks, enjoy learning and take good advantage of the wide range of experiences the school offers.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave sensibly in classrooms and around the school.
Personal development and relationships	Good. Pupils relate well to each other and their teachers. They accept responsibilities willingly, and are generally confident and outgoing. Older pupils sensitively take care of younger ones.
Attendance	Satisfactory. Rates of attendance are around the average, but more pupils than is normally found are taken on holiday during term time. Pupils are punctual arriving at school and for lessons.

Pupils' attitudes and values are a strength of the school. Pupils are polite and welcoming to visitors. They celebrate each other's successes unreservedly.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good overall. During the inspection it ranged from satisfactory to excellent. In the best lessons, teachers use their very good subject knowledge to extend pupils' thinking, set high expectations of the quality of pupils' work, the standards they should attain and their behaviour. In less effective lessons, teachers sometimes talk for too long and do not always manage pupils' behaviour as effectively as they might. The teaching of literacy and numeracy, and for pupils with special educational needs, is good. Strengths in pupils' learning include their ability to apply the skills and knowledge that they acquire to many aspects of the curriculum, the amount of work they produce and their awareness of their own progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school does not fully teach all aspects of the information and communication technology National Curriculum. This apart, it offers an enriching range of experiences to pupils.
Provision for pupils with special educational needs	Good. Teachers work in close partnership with learning support assistants to ensure that pupils' well-targeted individual education plans are applied appropriately. As a result, these pupils make good progress.
Provision for pupils with English as an additional language	Good. Those pupils to whom this presently applies speak English as fluently as their peers. However, the school has effective strategies to support pupils who are in the early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual development is very good and in keeping with the school's denominational status. Pupils' social, moral and cultural development are good.
How well the school cares for its pupils	Good. Pupils are well looked after and procedures for child protection and for first aid are secure. Despite the written assurances of the local fire service and the local education authority's health and safety experts, inspectors remain concerned about the lack of an emergency exit from the newly created information and communication technology suite.

The school provides a very good range of extra-curricular activities, particularly for pupils in Years 3 to 6. They have opportunities to participate in sporting, cultural and aesthetic pursuits. Visits that pupils make into the wider community and the visitors who come into the school contribute very well to pupils' intellectual, social, moral and cultural development. Older pupils' participation in the local education authority's Nature Quiz and the Children's Parliament enhance their knowledge of the environment and of their responsibilities as good citizens. Their involvement in the 'Comenius scheme' develops pupils' cultural awareness and their use of the internet.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher sets a clear vision for the work of the school. The deputy headteacher has contributed well to the analysis of data in order to set targets for improvement.
How well the governors fulfil their responsibilities	Good. Governors are very aware of strengths and weaknesses. Many are constructively involved in the day-to-day work of the school. The governing body contributes well to the formulation of the school's improvement plan.

The school's evaluation of its performance	Good. Teaching and learning is monitored and evaluated regularly by the headteacher and his deputy headteacher. Test data is rigorously analysed in order to set targets for improvement in pupils' attainment. Parents are sent questionnaires to comment upon aspects of the school's work. The school is aware of weaknesses in provision for information and communication technology and is taking action to improve standards in this aspect of its work.
The strategic use of resources	Good. Funds available to support pupils with special educational needs are effectively used. Financial planning and budget monitoring ensure prudent deployment of resources focused on priorities for improvements in standards, resources and the school's accommodation.

The school's ethos reflects Christian principles well. The school is aware of the principles of best value and applies them well. Governors and the headteacher take effective action to find out how the school community views its work. Aspects of the school's accommodation are unsatisfactory. The size of the hall restricts the range of gymnastics activities which can be taught.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good. • The school expects pupils to work hard and achieve their best. • Pupils are encouraged to become mature and responsible. 	<ul style="list-style-type: none"> • The leadership and management of the school. • The school does not work closely enough with them and they do not feel comfortable approaching the school with questions or a problem. • The right amount of homework is not provided.

Inspectors agree with the parents' positive views. Of the parents who responded to the questionnaire sent to them prior to the inspection, an unusually high proportion expressed concerns about aspects of the school's work. These concerns were further expressed at a meeting held for them and in individual letters sent to the inspection team. Inspectors found little evidence to support the negative views of the parents. Inspectors' responses to these concerns are fully dealt with in Part C of the report.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

In Year 6, pupils attain well above average standards in English, mathematics and science.

1. A significant strength in pupils' attainment in English throughout the school is their speaking and listening skills. A large majority of pupils speak clearly using a wide range of vocabulary. This contributes well to their achievements in many subjects. For example, in a Year 1 science lesson about electrical circuits, several pupils lucidly explained several reasons why the bulbs in their test circuits were no longer lit.
2. Pupils in Year 6 have a very good knowledge of sentence construction which contributes well to their ability to write for different effects. In a Year 6 writing lesson, many pupils identified the difference between main and subordinate clauses and used this knowledge to write complex sentences. In the same lesson, pupils applied their very good understanding of styles of writing to create a feeling of suspense for the reader.
3. By the time they leave the school, most pupils read fluently. They are interested in books and read a wide range of literature. Boys' attainment in reading is much higher than found nationally. They enjoy reading and were conspicuous during the inspection, taking delight in reading in front of their classmates in lessons, and in leading prayers in assembly. Reading standards are well above average throughout the school.
4. By Year 6 in mathematics, pupils adeptly use a wide range of strategies to calculate mentally. For instance, in a Year 5/6 lesson pupils rapidly worked out three-digit multiples of nine, because they knew that the product's digits would always add to nine or multiples of nine. In the same lesson, most of the class defined square numbers and used their knowledge of number patterns to predict successive triangular numbers.
5. Pupils throughout the school have a good knowledge of basic number facts and apply them to solve mental or written problems. In the Year 4/5 class, for example, pupils rapidly realised that to work out the area of a rectangle they did not need to count all the squares inside the rectangle, only to know the number of squares along its width and its length. Many pupils went on to apply the formula ($l \times w$) to work out correctly the areas of irregular shapes.
6. In the reception class, pupils also attain above average standards in mathematics. In a lesson about ordering numbers, most pupils knew very well the order of numbers to ten and many to 20.
7. In science, pupils have very good knowledge of the principles of scientific enquiry. They ensure that their investigations are fair and take account of variables in order to make the results reliable. Pupils use their very good literacy skills to record their findings clearly, using correct scientific language. They also use tables and graphs well as an alternative method of organising their findings. Pupils have a great enthusiasm for scientific enquiry. This was well illustrated in a Year 5/6 lesson about forces. Whilst carrying out an investigation about the relationships between different

forces, pupils asked perceptive questions and pointed out possible flaws in their findings. In the course of the lesson they applied their knowledge of measurement very well when using a force meter.

Overall, the quality of teaching and learning is good.

8. Of the 16 lessons observed, three-quarters were good or better and there was no unsatisfactory teaching. Teaching for pupils in the Year 5/6 class was consistently very good or excellent.
9. In the best lessons, teachers have very high expectations and use their very good knowledge of pupils' needs to set appropriate and challenging work. In a Year 5/6 literacy lesson, the teacher's very good use of astute questioning provoked much thought amongst all pupils and about the way in which the author of a passage they had read manipulated their emotions. As a result of the discussion which followed, pupils were able to write a paragraph which conveyed menace and suspense.
10. In most lessons, teachers manage pupils' behaviour effectively and positively. As a result, relationships between pupils and adults are warm and this contributes well to pupils' ability to achieve their best standards. This was well illustrated in a numeracy lesson in the reception class. The teacher and nursery nurse worked in very close harmony, with much good humour and encouragement, to help children to identify missing numbers in a sequence from zero to ten. Because the pupils felt so valued and the atmosphere was so positive, they rose extremely well to the challenges set for them, delighting in informing their teachers that they could do even more difficult work.
11. However, in those lessons which were satisfactory, the management of pupils' behaviour was a relative weakness. This was because the teachers were either rather sharp in the way in which they corrected pupils whose concentration strayed, or were insufficiently rigorous in applying class rules relating to calling out or talking out of turn. As a result, in some lessons, the atmosphere in the class was not wholly positive or some minor disruption to learning took place. In some lessons, teachers' introductions were too long, which caused one or two pupils' attention to wander.
12. Teachers throughout the school promote pupils' literacy and numeracy skills very effectively. This contributes significantly to the high standards they attain. In a Year 1 science lesson, the teacher intuitively seized the opportunity, provided by a 'glitch' in their investigation, into how long different batteries last, to ask pupils what may have caused the problem. By having to articulate their theories, pupils' speaking skills were very well developed. In a Year 5/6 gymnastics lesson, pupils were required to apply their knowledge of symmetry when they worked in pairs to create barriers and obstacles, which helped to promote both their speaking and numeracy skills.
13. Teachers use resources very creatively to make lessons interesting and to clarify concepts. In a Year 4/5 class the teacher used a 'bingo' game to reinforce the pupils' knowledge of square numbers and later in the lesson made creative use of 'post-its' to develop pupils' understanding of area. Pupils' response and commitment were clearly enhanced as a result.

Pupils have very positive attitudes to their work and the vast majority behave well.

14. A significant factor in the high standards pupils' attain are their very positive attitudes to their work. In discussion with pupils, it was evident that they like the school, enjoy

their lessons and appreciate the wide range of experiences on offer to them.

15. Pupils openly and proudly talk, with insight, about their achievements. In the main, their relationships with each other and with adults are very positive. In a Year 4/5 lesson, for instance, pupils showed respect and sympathy for a classmate who felt unwell and in a year 5/6 lesson, pupils worked together very co-operatively to create a sequence of gymnastic movements.
16. Older pupils take responsibilities for the youngest ones, especially when they first join the school, in order to help them settle in happily and to feel included in the school community. All pupils are expected to assume responsibilities for each other and for their environment. For the most part, they meet these expectations.
17. Because the school promotes pupils' speaking skills very well and provides good opportunities for their personal development, the vast majority of pupils express their feelings openly and without embarrassment. This was evident in a Year 5/6 gymnastics lesson when pupils gave each other constructive feedback about their performance, which they accepted positively and acted upon to help them improve.
18. The vast majority of pupils behaves well and conforms to class and playground rules. They enter the hall for assemblies in an orderly manner and move around the school sensibly. In lessons, most listen carefully to teachers' explanations and instructions. This enables them to settle to their work promptly and to know what to do and how to do it.
19. Pupils rarely behave less than well. There were, however, one or two examples of pupils not waiting their turn to answer questions or calling out when teachers or other pupils were speaking.

The school is well led and managed.

20. The school's leadership and management makes a significant contribution to the maintenance of high academic standards and the Christian ethos of the school.
21. The headteacher and governing body ensure that there are effective procedures to identify priorities for the school's development. For instance, analysis of test data identified a relative weakness in pupils' attainment in writing. The school introduced successful strategies to address this, including a different method of teaching letter sounds for the younger pupils, and to help older pupils to better organise their writing. As a result, writing standards have risen throughout the school.
22. A strength of management is in the involvement of governors in the work of the school. Many are directly involved in helping pupils learn, in and out of the classroom. The governing body is well aware of the school's strengths and weaknesses. For example, a weakness in the provision of information and communication technology was acknowledged and funds allocated for the creation of a dedicated classroom for the teaching of the subject. This promises to raise standards, which at present are too low.
23. Procedures for analysing test data and taking effective action to meet the school's targets are very effective. As a result of regular testing of pupils' attainment in English and mathematics, pupils are set appropriate targets to help them make good progress in their learning. The school makes regular assessments of the progress made by pupils with special educational needs in relation to the targets set for them in

their individual education plans and of their reading skills. Evidence from the records of these assessments indicates that they make good progress.

24. At the time of the last inspection a weakness in the school's management was the lack of time made available to key staff to carry out managerial duties. This is no longer the case. Governors have provided resources to release the deputy headteacher and subject co-ordinators from classroom teaching duties in order to monitor standards, organise resources and provide support for colleagues. As a result, there have been improvements in the quality of programmes of work, in pupils' attainment and in the systems for tracking and promoting pupils' progress.
25. The issue, which remains unresolved for the school's leadership and management is the negativity of the views held by some of parents about aspects of the school's work. This is dealt with fully in Part C of this report.

WHAT COULD BE IMPROVED

The school does not fully teach the National Curriculum for information and communication technology and, as a result, pupils attain below average standards by the time they leave the school.

26. Pupils leave the school with below average standards in information and communication technology because they have too little time to practise their skills with computers and they are not taught the full curriculum.
27. Pupils use word processing programs proficiently to edit their work in English and to help improve their spelling. They use the menus and icons on the computer screen to access functions and files, cut and past and combine graphics and texts to enhance stories and poems they write. Many use CD-ROM and the internet to find information to support their learning.
28. However, older pupils are not presently taught how to create models or how to use control programs to measure or instruct programmable devices.
29. The new information and communication technology suite is not at present used fully. Many teachers lack the expertise to teach more advanced skills. The school's management is aware of this, but circumstances beyond its control have forced a delay in delivery of the government-funded training designed to provide teachers with the necessary skills and expertise to teach the full curriculum.
30. Pupils do use the internet. For instance they send and receive e-mail as part of the 'Comenius' scheme, which links pupils with schools in France and Italy.

31. Whilst the new information and communication technology suite provides a facility which promises to enhance pupils' opportunities and standards, it is too small to comfortably accommodate classes of over 30 pupils. This applies at present to all pupils in the junior part of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve standards in information and communication technology by:

- Ensuring that the National Curriculum for information and communication technology is fully taught throughout the school;
- Providing the training that will enable teachers to acquire the necessary expertise to deliver the full breadth of the information and communication technology curriculum.
(Paragraphs 26 – 31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	4	6	4	0	0	0
Percentage	12	25	38	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	173
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

%

Unauthorised absence

%

School data	6.2
National comparative data	5.6

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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	13	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	13	13	13
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (96)	95 (96)	95 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	13	13	13
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	95 (92)	95 (88)	95 (88)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	10	7	12
	Total	23	20	25
Percentage of pupils at NC level 4 or above	School	92 (89)	80 (79)	100 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	10	7	10
	Total	23	20	23
Percentage of pupils at NC level 4 or above	School	92 (89)	80 (n/a)	92 (95)
	National	72 (70)	74 (72)	82 (79)

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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	154
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	65

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.

Financial information

Financial year	2000-2001
	£
Total income	318806
Total expenditure	317192
Expenditure per pupil	1877
Balance brought forward from previous Year	1614
Balance carried forward to next Year	1614

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 33 per cent

Number of questionnaires sent out	173
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	29	55	16	0	0
My child is making good progress in school.	34	46	16	0	2
Behaviour in the school is good.	31	56	11	0	2
My child gets the right amount of work to do at home.	24	51	24	0	2
The teaching is good.	30	52	15	2	2
I am kept well informed about how my child is getting on.	20	54	18	7	2
I would feel comfortable about approaching the school with questions or a problem.	31	45	22	2	0
The school expects my child to work hard and achieve his or her best.	44	53	0	0	4
The school works closely with parents.	20	51	25	0	4
The school is well led and managed.	26	41	31	0	2
The school is helping my child become mature and responsible.	31	56	7	0	5
The school provides an interesting range of activities outside lessons.	23	47	19	9	2

This section responds to those concerns raised by about a quarter of parents responding to the above questionnaire, in letters sent to the registered inspector and at the meeting held for parents prior to the inspection.

- Pupils are set homework in accordance with the school's policy and evidence confirms that in most cases this is checked regularly by teachers.
- The school provides three formal opportunities each year for parents to discuss their child's progress with teachers. This is at least in line with the practice in most primary schools. Reports are informative about the progress the pupils make.
- A particular concern of some parents was that they found the school difficult to approach

with questions and problems. Inspectors cannot comment on individual cases. The school holds a 'parents' forum' at 8.50 am on one Monday each month. The purpose is to invite parents to discuss any issues they have with the headteacher and representatives of the governing body. The school reports that this is not well attended. In addition, some governors report that they are usually available to meet with parents informally on a daily basis, before or after school, to discuss any concerns they may have. Inspectors feel that if the school held at least one in four of the 'forum' meetings at a time more convenient for those who work, it would provide more parents with an opportunity to attend. The quality of relationships between the school and those parents who are dissatisfied with aspects of the school's work is far from positive. The school needs to do all it can to improve relationships with these parents and to work more closely with them in the interest of the pupils.

- Overall, the school is well led and managed. Standards are maintained at a high level and the school's targets for improvement are based upon effective monitoring and analysis.
- The range of activities outside lessons provided by the school is similar to that provided by most other similar sized primary schools.

Other issues raised by parents not covered in the questionnaire

- The concerns about the school's provision for pupils with special educational needs, expressed by some parents at the meeting held prior to the inspection and in letters sent to the Registered Inspector, are largely unfounded. In the main, pupils' needs are identified and fully addressed. Overall, they make good progress. The management of the provision for pupils with special educational needs is satisfactory. However, the school acknowledges that in individual cases delays have occurred in the diagnosis of pupils' needs by outside agencies.
- Some parents were concerned about the number of pupils in mixed-age classes in the junior section. The governors would like to create an extra class but the school does not have any room at present. They have made repeated representations to the local education authority and the local diocese to provide a permanent building, which would both replace the existing quite shabby temporary classrooms and create an extra classroom. The school has already added a classroom in order to ensure that pupils in the infants are taught in single-age classes. Inspectors found no evidence that pupils' standards or progress were negatively affected as a result of being in mixed-age classes.