

# INSPECTION REPORT

## **PARC EGLOS PRIMARY SCHOOL**

Helston

LEA area: Cornwall

Unique reference number: 111831

Headteacher: John Vipond

Reporting inspector: Barrie Mahoney  
18175

Dates of inspection: 20 – 22 November 2000

Inspection number: 225039

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

School category: Community

Age range of pupils: 5 – 11 years

Gender of pupils: Mixed

School address: Church Hill  
Helston  
Cornwall

Postcode: TR13 8UP

Telephone number: 01326 572998

Fax number: 01326 565941

Appropriate authority: The governing body

Name of chair of governors: Trevor Clifton

Date of previous inspection: March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Parc Eglos is a large primary school situated close to the centre of Helston. There are 334 pupils on roll, which is larger than other primary schools nationally. Pupils come from a mix of privately owned and rented accommodation. A high percentage of families are linked to the naval air station at Culdrose and this mobility factor has an unduly variable impact upon the intake of the school. The school is arranged in 12 mixed ability classes representing the four to eleven age ranges. There are 46 pupils on the school's register of special educational needs (14 per cent), which is below the national average. Eight pupils are on stages 3 to 5 of the register of special educational needs, including four pupils with a statement of special educational needs. There are no pupils from minority ethnic backgrounds, or from homes where English is an additional language. Most pupils start school with some pre-school experience, and their attainment upon entry to the school is broadly average. Pupils come from backgrounds where their socio-economic circumstances are favourable, with six per cent of pupils known to be eligible for free school meals, which is below the national average. One additional class has been created since the previous inspection. At the time of the inspection one Key Stage 2 class was accommodated in the nearby church hall as significant building work was taking place at the school, including four new classrooms to replace existing temporary accommodation.

### **HOW GOOD THE SCHOOL IS**

Parc Eglos is a very good school with many very good and excellent features. It is very well led and managed by the headteacher and supported well by staff, governors and parents. The quality of teaching is good overall, with some very good and excellent teaching. Pupils achieve above expectations overall. Taking into account the broadly average standards of attainment of pupils upon entry to the school, the good progress that they make and the overall effectiveness, the school provides good value for money.

#### **What the school does well**

- The headteacher and other key staff provide excellent leadership and management. They are well supported by all staff.
- The school fosters excellent attitudes, relationships and personal development, complemented by very good behaviour.
- The school provides excellent care for its pupils.
- There are very good learning opportunities for children in the foundation stage.
- The school provides good and sometimes very good or excellent teaching throughout the school.

#### **What could be improved**

- Standards of pupils' writing.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been a good improvement in standards since the previous inspection in March 1997. The school has benefited from relative stability in staffing. Since the previous inspection there has been an improvement in the quality of teaching, particularly in Key Stage 2, and there have been improvements in teachers' subject knowledge. There have also been good improvements in furthering pupils' spiritual development, particularly in the daily act of collective worship. The school has responded well to new national initiatives, including the introduction of the National Numeracy and National Literacy Strategies.

## 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
	1998	1999	2000	2000
English	A	A	A	B
Mathematics	A*	A*	B	C
Science	A	A	B	D

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

Pupils' attainment upon entry to the school is broadly average. 2000 national test results for Key Stage 1 indicate standards that are above average in reading and mathematics and average in writing. When compared to similar schools standards are average in reading, below average in mathematics and well below in writing.

The 2000 national test results for Key Stage 2 indicate standards that are well above average in English and above average in mathematics and science. When compared with similar schools standards are above average in English, average in mathematics and below average in science. Trends over time since 1997 indicate an overall rise in standards in both key stages. However, although the results were still above average, there was a slight fall in standards in Key Stage 2 in 2000, particularly in mathematics and science due to the number of pupils with special educational needs in this year group. Inspection findings indicate standards that are above expectations in English, mathematics and science in both key stages. Pupils demonstrate particular strengths in their reading and speaking and listening. However, there are areas for development in writing in both key stages. There were no differences in the attainment of boys and girls observed during the inspection. The school has already identified writing as an area for development, and is working hard to raise standards. The school has set sufficiently challenging targets, and is making good progress towards meeting them.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. This contributes well to the very positive ethos of the school. Pupils are proud of the school and want to attend. They are very eager to learn and engage in tasks with enthusiasm.
Behaviour, in and out of classrooms	Very good. Pupils meet the high expectations set by staff.
Personal development and relationships	Excellent relationships in the school are based upon mutual respect. Numerous opportunities are provided to effectively promote personal development, and this contributes to a very effective learning environment.
Attendance	Attendance is good and above national standards.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	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 is good and often very good or better. All lessons observed were at least satisfactory with 58 per cent of all lessons that were good, 19 per cent very good and 6 per cent excellent. There were no unsatisfactory lessons observed. The quality of teaching has improved since the previous inspection.

The quality of teaching in English, including reading and writing, and mathematics, including numeracy, is good. Good and very good teaching in many lessons is characterised by high expectations of pupils' performance, well-planned activities that are closely matched to the needs of all pupils and a brisk pace. In the best lessons, teachers have particularly good knowledge of the subjects they are teaching, and resources are very well prepared and used. The good and very good teaching supports pupils' learning effectively throughout the school and they make good progress overall. Teachers provide a good level of challenge for pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall and very good for the foundation stage. Extra-curricular provision is excellent and has a positive impact upon pupils' learning.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are identified effectively, and are supported well by teaching and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall, with provision for pupils' moral and social development being particular strengths of the school.
How well the school cares for its pupils	The school takes excellent care of its pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key staff provide excellent leadership and management. The headteacher provides very clear direction and support.
How well the governors fulfil their responsibilities	Good. The newly appointed governing body is beginning to fulfil its responsibilities well.
The school's evaluation of its performance	Very good. The school reviews and evaluates its performance effectively, and identifies accurately those areas where improvement is needed.
The strategic use of	Very good. Very good use is made of all staff, of time, of learning



resources	resources and of the building.
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The headteacher, deputy and key staff are making an excellent contribution to the life and work of the school. There are very effective procedures to review and evaluate the effects of financial decisions and governors are well aware of and effectively apply best value principles.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school helps children to become mature and responsible.</li> <li>• The teaching is good.</li> <li>• Behaviour in the school is good.</li> <li>• Children like coming to school.</li> <li>• The school is well led and managed.</li> <li>• The school provides an excellent range of extra-curricular activities for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Education and safety provision for one class during the major building programme.</li> </ul>

Inspectors endorse parents' positive views. The school has been under particular pressure this year during the building of additional classrooms and accommodation on the school site. This has resulted in one class having to be taught off the school site, and in two large rooms based in the nearby church hall. School staff and governors have worked very hard to address concerns expressed by a small minority of parents, and these have been effective. Appropriate risk assessments have been carried out and advice sought from the local education authority and other relevant agencies. Pupils and the majority of parents questioned during the inspection expressed satisfaction with the arrangements made by the school. Inspectors judge that the school has shown considerable concern for the education and safety of this class and has done all that it can reasonably be expected to do.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The headteacher and other key staff provide excellent leadership and management. They are well supported by all staff.**

1. The headteacher has clearly identified the areas in need of improvement and provides a clear sense of direction and purpose. This vision is closely linked to the needs of pupils, with an appropriate emphasis upon promoting high standards and effective teaching and learning. There have been continuous improvements in the quality of teaching and learning, the learning environment and the curriculum provided since the previous inspection. The headteacher has made the quality of teaching and learning a priority, and this has had a very positive impact upon raising standards in all areas. The headteacher's clear understanding and involvement in a range of national and other external initiatives have had a significant impact upon standards achieved by pupils.
2. The headteacher is well supported by the deputy headteacher, senior management team, staff and governors. A team approach is well developed, and all staff work hard to improve the quality of education provided by the school. Equality of opportunity is promoted, and pupils with special educational needs are well supported. School ethos is very good, and there is a firm commitment to raising standards.
3. There are a number of recently appointed governors. However, the governing body is effective, its procedures are well established and it is making a good contribution to the life of the school; for example, through regular and well focused visits to the school. A range of responsibilities is delegated to committees that effectively support the work of the school. The governors fulfil their statutory responsibilities well.

**The school fosters excellent attitudes, relationships and personal development, complemented by very good behaviour.**

4. Pupils are enthusiastic about coming to school and are eager to learn. Their very good behaviour in the classroom and around the school reflects their confidence and certainty that all school staff value them. Pupils ask good questions and listen carefully to each other's answers, and frequently contribute their own good ideas.
5. Pupils' behaviour is very good overall. They have a clear sense of right and wrong, and know what is expected of them. The consistently high standards of behaviour from the oldest pupils are particularly good.
6. Pupils listen to each other well and show respect. They are open in their conversations, and welcoming to visitors. All pupils are encouraged to contribute to the life of the school; one example being through the school council. This is very effective in helping pupils to understand the basis and processes for democratic decision making. Pupils take their responsibilities seriously; for example, in organising various fund raising events for charitable causes, and in discussing the range of healthy foods that are available at break and lunch times. Pupils are confident that their views are heard and will be taken into account when staff, governors and parents make decisions. There are good opportunities for pupils to contribute in many other ways to the smooth running of the school; for example, in helping to set out equipment for assembly. Pupils with special educational needs also have positive attitudes towards learning.

**The school provides excellent care for its pupils.**

7. The school very effectively safeguards and cares for its pupils, and has improved upon the high standards reported in the previous inspection. Excellent child protection procedures are in place, and understood by all staff. Procedures for the care of medicines, recording accidents and caring for pupils who are unwell are all in place and work very effectively. The school site is maintained to a

very high standard and kept free from litter, and equipment is checked appropriately. The staff handbook is very good, and provides teachers and support staff with very clear guidance about procedures relating to welfare, health and safety. Clearly detailed information is readily available for supply staff covering classes at short notice. Pupils are carefully registered every day, and the procedures for monitoring attendance are good.

8. The school has been under particular pressure this year during the building of additional classrooms and accommodation on the school site. This has resulted in one class having to be taught off the school site, and in two large rooms based in the nearby church hall. Despite reservations about a number of issues, including road safety and loss of teaching time expressed by a small minority of parents, school staff and governors have worked very hard to address all issues, and these have been very effective. Appropriate risk assessments have been carried out and advice sought from the local education authority and other relevant agencies. Pupils and the majority of parents questioned during the inspection expressed satisfaction with the arrangements made by the school.
9. Procedures for managing pupils' behaviour are very good. The school has clear rules of conduct, and ensures that pupils know and understand them by discussing them in lessons. Pupils' personal development is well monitored. Teachers and support staff know their pupils very well, and maintain a constant overview of their development. Pupils are given very good opportunities to take responsibility within the classroom and around the school.
10. The systems for assessing attainment and progress are very good, and they contribute towards the good standards achieved. The school has a clear policy on assessment, which is being implemented very well by all staff. Assessment is linked to National Curriculum attainment targets, and there is very effective use made of assessment data to assist planning. The school has a very good ethos for improvement and is developing very good strategies to ensure that all pupils, including the higher attainers and those with special educational needs, fulfil their potential. There is sufficient flexibility within the organisation of the school to allow for pupils to work within different groupings for English and mathematics that best suit their learning needs.

**There are very good learning opportunities for children in the foundation stage.**

11. Children enter the reception class in the September prior to their fifth birthday, initially on a part-time basis, with all children being in school full time at the beginning of the spring term. During the inspection, a small number of children were in school full time, having already reached the age of five. This well considered beginning to the start of full time education provides a good introduction for children and their parents to familiarise themselves well with the life and work of the school.
12. The two teachers in the foundation stage work well together and follow team teaching approaches to planning activities for both classes. Children have very good opportunities to use both classrooms, each of which specialises in particular areas of learning. The "Peter Rabbit" room; for example, has an emphasis upon interactive displays, numeracy and creative activities, whilst the "Winnie the Pooh" room has an emphasis upon activities that will promote language and literacy and knowledge and understanding of the world. There are good opportunities in both classrooms for children to use information and communications technology and experience role-play.
13. Planning in both classes is thorough and reflects the requirements of the six areas of learning. Teachers and support staff are working effectively to promote the Early Learning Goals for children of this age, as well as very good awareness of the requirements of the National Literacy and Numeracy strategies in their planning. Activities planned are appropriate to the needs and experiences of all children and there are effective links with Key Stage 1 classes.

**The school provides good and sometimes very good or excellent teaching throughout the school.**

14. The quality of teaching is mostly good and sometimes very good or excellent. The good quality of teaching is a strength of the school, and is an improvement since the previous inspection.
15. For children in the foundation stage, the quality of teaching is good and often very good. Adults working with these children show considerable skill, work well together and have a good knowledge of children's needs. Activities are planned to meet the needs of all children, and there is an appropriate emphasis on structured play and practical activities, all of which are well linked to the six areas of learning.
16. The best teaching in Key Stages 1 and 2 is characterised by high expectations of pupils' performance, and well-planned activities that are well matched to the needs of pupils of all ages in the mixed age classes, together with a brisk pace. In the best lessons, teachers have good knowledge of the subject, and resources are very well prepared and used. The good and better quality teaching supports pupils' learning effectively throughout the school, and they make good progress overall. Pupils show interest in their work, and sustain their concentration well.
17. Teachers throughout the school have good knowledge and understanding of the subjects that they teach and they plan activities well to meet the needs of pupils with different levels of attainment. Teachers work hard to provide for the needs of their pupils, and improve their understanding by the effective use of questions that challenge and extend them. Expectations of work and behaviour are high, and pupils are given tasks that are appropriate to their stage of learning. In one very good science lesson in a Year 5 class, pupils demonstrated effective learning by discussing confidently with their class teacher how water changes into steam and condenses back into water by using model steamboats. The class teacher ensured safety issues were a high priority in this lesson, and pupils showed a very good understanding of the reasons for this.
18. The school is developing an effective method of 'buddying' to help teachers to develop their own skills. In one particularly successful information technology lesson observed, the subject co-ordinator worked alongside the class teacher in helping to develop her skills in the subject. A group of pupils was asked to use a desktop publishing package to develop the front page of a newspaper. This involved retrieving appropriate photographs and pictures from the internet, cutting and pasting, as well as choosing an appropriate size and style of font. Not only was this a very successful lesson for the group of pupils involved, but also a highly successful training session for the class teacher who was then in a position to lead a similar lesson with the next group of pupils.
19. The management of the pupils in lessons is good throughout the school, and pupils respond positively to the tasks they are given. Teachers make their expectations of behaviour clear, and the standard of discipline is very high. Good behaviour is noted and praised, and effective strategies are in place to raise pupils' self-esteem. Classroom assistants and helpers are appropriately briefed, and interact positively with pupils.
20. The teaching of literacy is good across both key stages. Teachers have successfully implemented the National Literacy Strategy throughout the school. Teachers are working hard to improve standards in writing and there are appropriate opportunities identified for extended writing activities throughout the school. In one excellent lesson in Year 1, the very high expectations of pupils' work and behaviour, together with very good subject expertise, gave pupils the confidence and skills to successfully develop their speaking, listening and writing. The lesson helped to develop pupils' understanding of conventions used in correctly addressing and writing a letter, as well as a very good awareness of word patterns. The teaching of numeracy is good across both key stages, and the school is using the National Numeracy Strategy effectively.
21. Throughout the school, teachers assess pupils well during lessons through discussion and observation. Teachers use their assessments to plan tasks that are well matched to the needs of pupils, including higher attainers and those with special educational needs. Homework is used well

to extend and enrich pupils' learning throughout the school. Pupils regularly take books home to read, and parents and teachers complete reading diaries appropriately.

## **WHAT COULD BE IMPROVED**

### **Standards of pupils' writing.**

22. The results of Key Stage 1 national tests for 2000 indicate that pupils are achieving in line with national standards. However, when compared with similar schools, standards are well below. At the end of Key Stage 2, pupils are achieving well above the national average in English, and above average when compared with similar schools.
23. Inspection findings indicate that although standards in writing are meeting expectations in both key stages, standards are unduly variable. There are inconsistencies and areas for development in some of the technical aspects of writing, including the use and structure of grammar, accuracy and presentation of writing and spelling in both key stages. There were examples in lessons in both Year 4 and Year 6 classes where pupils of both average and lower attainment made significant errors in the spelling of many common words. However, most understand the use of full stops and capital letters. Older pupils do not always apply their knowledge of word families or use word banks and dictionaries to check their spelling. Some younger pupils display uncertainties in their knowledge of sound/symbol relationships and patterns.
24. Most pupils are developing a legible handwriting style, although some younger pupils demonstrate some difficulty in forming letters that are regular in shape and size, although spacing of letters and words is usually good. Most pupils use lower and upper case letters correctly. Higher attaining older pupils write with a mature cursive style and much of their work is well presented. No significant differences in the attainment of boys and girls were observed.
25. There are good opportunities for pupils to develop their writing skills in other subjects throughout the curriculum. Records of planning and discussions with staff indicate that they are well aware of the high priority that the school has correctly placed upon raising standards in this area.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve the standard of education further for pupils, the headteacher, staff and governors should focus upon the following key issue:

- 1) Continue to raise standards in pupils' writing across the school, and particularly in Key Stage 1 by:\*

providing more opportunities for pupils to develop the technical aspects of writing, including the skills of spelling, handwriting and grammar. (paragraphs 22, 23, 24, 25)

\*This has already been identified as an area for development by the school.

## **PART C: SCHOOL DATA AND INDICATORS**

### Summary of the sources of evidence for the inspection

Number of lessons observed

31

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

15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6%	19%	58%	13%	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	334
Number of full-time pupils eligible for free school meals	20
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	46
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000 [1999]	19 [20]	29 [28]	48 [48]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17 [16]	15 [15]	18 [18]
	Girls	28 [27]	27 [24]	29 [27]
	Total	45 [43]	42 [39]	47 [45]
Percentage of pupils at NC level 2 or above	School	94 (90)	87 (81)	98 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17 [15]	18 [19]	18 [16]
	Girls	27 [27]	29 [27]	27 [24]
	Total	44 [42]	47 [46]	45 [40]
Percentage of pupils at NC level 2 or above	School	92 (88)	98 (96)	94 (83)
	National	* (82)	* (86)	* (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000 [1999]	25 [32]	23 [26]	48 [58]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20 [29]	19 [30]	24 [31]
	Girls	21 [26]	19 [25]	19 [25]
	Total	41 [55]	38 [55]	43 [56]
Percentage of pupils at NC level 4 or above	School	85 (95)	79 (95)	90 (97)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16 [25]	15 [29]	17 [29]
	Girls	18 [26]	19 [26]	19 [25]
	Total	34 [51]	34 [55]	36 [54]
Percentage of pupils at NC level 4 or above	School	70 (88)	70 (95)	75 (93)
	National	* (68)	* (69)	* (75)

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



\*Data not yet available

### ***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	334
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)	26.2
Number of pupils per qualified teacher	25.5:1
Average class size	27.8

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	178

*FTE means full-time equivalent.*

### ***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	1999/2000
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	£
Total income	535277
Total expenditure	533956
Expenditure per pupil	1562
Balance brought forward from previous year	49053
Balance carried forward to next year	50374

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	334
Number of questionnaires returned	185

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	52	42	3	1	3
Behaviour in the school is good.	48	51	1	1	0
My child gets the right amount of work to do at home.	35	54	7	1	2
The teaching is good.	66	30	1	0	3
I am kept well informed about how my child is getting on.	42	45	9	1	3
I would feel comfortable about approaching the school with questions or a problem.	60	36	3	1	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	1
The school works closely with parents.	36	50	10	2	2
The school is well led and managed.	50	43	4	0	3
The school is helping my child become mature and responsible.	57	42	1	0	1
The school provides an interesting range of activities outside lessons.	53	38	3	1	6