

INSPECTION REPORT

PEPPARD CE PRIMARY SCHOOL

Peppard

LEA area: Oxfordshire

Unique reference number: 123135

Headteacher: Mrs A Jarvis

Reporting inspector: Mrs V Ward
19028

Dates of inspection: 6th to 7th November 2000

Inspection number: 224979

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories

of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	CE Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Lane Peppard Henley on Thames Oxfordshire
Postcode:	RG9 5JU
Telephone number:	01491 628354
Fax number:	01491 628354
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs V Phelps
Date of previous inspection:	2 nd to 6 th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mrs V Ward 19028	Registered inspector
Mr W Twiss 9986	Lay inspector
Mrs M Hamby 20498	Team inspector

The inspection contractor was:

Primary Contract Services
7 Hawthorn Coppice
Hagley
Stourbridge
West Midlands
DY9 0PE

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8
WHAT COULD BE IMPROVED	10
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
PART C: SCHOOL DATA AND INDICATORS	13

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the Oxfordshire village of Peppard, although 75 per cent of its pupils live in the surrounding area, including Sonning Common, Henley on Thames and Caversham. The school is popular with parents and has increased in number by approximately 50 per cent since the last inspection in 1996. The school is smaller than average, having 76 pupils on roll, aged between 4 and 11 years. There are almost equal numbers of girls and boys. Children are admitted part-time at the start of the term in which they will be five years old. At the time of the inspection, four children were attending for the mornings only. The children's attainment on entry is above average overall. No pupils come from minority ethnic backgrounds and none is learning English as an additional language. Ten per cent of pupils are eligible for free school meals, which is below average. Fifteen pupils are identified as having special educational needs, a figure which is average. None of the current pupils has a statement of special educational need.

HOW GOOD THE SCHOOL IS

The school has many strengths. It is particularly successful in creating a positive climate for learning and this encourages pupils to do their best. Standards are at least satisfactory and are sometimes high in English, mathematics and science. The behaviour and attitudes to learning of the pupils are very good. The leadership and good teaching contribute positively to the achievement of the school's aims. The school provides satisfactory value for money.

What the school does well

- Pupils' very good behaviour and attitudes to learning contribute positively to the good standards they achieve.
- Governors contribute significantly to the school's effectiveness.
- The school promotes pupils' spiritual, moral, social and cultural development very successfully.
- The school provides well for pupils with special educational needs.
- Teachers are very successful in promoting the pupils' personal development.

What could be improved

- The accuracy and use of assessment
- The breadth and balance of the curriculum for the children in the foundation stage
- The co-ordinators' leadership roles and management of their subject responsibilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1996, the school has maintained its strengths in areas such as moral and social development and relationships, and has improved the standards of the pupils' attainment, the quality of teaching, leadership and management. Good progress has been made with most aspects of the key issues identified for action at the last inspection. Appropriate roles for the headteacher and governors have been agreed and successfully adopted. The contribution of the governors to the strategic development of the school is now a strength. Financial management of resources is very well planned and monitored and contributes significantly to the quality of education which is provided for the pupils. Schemes of work are in place for all the curriculum with the exception of the under-fives. Statutory requirements for assessment and testing are fully met and interim testing has been successfully introduced. Teachers' knowledge of the National Curriculum is now at least satisfactory, but aspects of teacher assessment are still not as rigorous or accurate as they should be, and are not used to full effect to improve pupils' learning. Very good progress has been made in implementing the curriculum for information and communication technology. Whilst the school recognises that there is more work to be done in increasing teacher expertise and in incorporating information and communication technology across the curriculum, the quality of teaching and learning in this subject is greatly improved.

STANDARDS

The table showing the standards achieved by 11 year olds in 2000 based on average point scores in National Curriculum tests is omitted because the number of pupils in the cohort was fewer than eleven.

During each of the past three years, the number of pupils in Year 6 has been very small; 1998 (4), 1999 (4), 2000 (7). When the number of pupils is so small, statistical analysis of the results must be treated with caution. During the inspection, standards varied according to the cohort of pupils, but were mainly above average, especially in English and mathematics. The school's targets for pupils' expected attainment at the end of Year 6 underestimate what the pupils achieve. The accuracy of target-setting is an area for development. The school has begun a system of tracking pupils' progress in order to help them measure more accurately the value they have added to pupils' learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are interested to learn and keen to succeed.
Behaviour, in and out of classrooms	Very good. Pupils respond very positively to the school's expectations. There have been no exclusions.
Personal development and relationships	Very good. Pupils accept responsibility very willingly. They get on very well with their peers and teachers.
Attendance	Good. Above the national average.

These aspects are strengths of the school and contribute significantly to the quality of learning. The very good relationships are based on respect, and this encourages pupils to care for each other and to behave well. Pupils show high levels of application when working. Parents agree that behaviour is very good and that their children display very positive attitudes to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	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 overall quality of teaching is good. During the inspection, 15 lessons were observed. Of these, eight were good and seven were satisfactory. There was no unsatisfactory teaching, which shows an improvement since the last inspection. Although, no very good or excellent lessons were observed, several aspects of the teaching were very good. The teachers' organisation and management of the pupils and their use of subject specific vocabulary are particular strengths. They teach the basic skills of literacy and numeracy well and this gives the pupils a good platform for their work in other subjects. The quality of the relationships between the teachers and pupils is very good. In most lessons, the teachers' lively introductions motivate the pupils very well. However, in some lessons, expectations are pitched too low and then the pupils make less progress than they should. Teachers do not always identify in their planning what they intend the pupils to learn. This makes checking how much learning has taken place by the end of lessons more difficult. Informal feedback, given to pupils during lessons, is good, and helps them to know how to improve. The teachers are mindful of the needs of individual pupils, particularly those with special educational needs. The application of information technology in subjects such as mathematics and science is well planned and managed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum at Key Stages 1 and 2 is broad and balanced. It is enriched by extra-curricular activities and by day and residential visits. The curriculum for the children under five is under-developed and is an area for particular improvement.
Provision for pupils with special educational needs	Good. This is a strength of the school. Thorough identification and targeted learning helps pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good overall, with particular strengths in moral and social development.
How well the school cares for its pupils	Good. Procedures for ensuring child protection, personal care and guidance, and health and safety are especially effective.

The quality of investigative work and the use of information technology enhance the curriculum. Provision for pupils with special educational needs enables them to make good progress. However, monitoring of academic progress is not as comprehensive as it should be. An appropriate curriculum for the under-fives which reflects the Early Learning Goals is not established. Written reports to parents do not always give enough information about how well the pupils have achieved. Parents are very supportive of the school and raise substantial amounts of money, and this is used wisely to benefit their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall, with strengths in the provision of a good, caring ethos and in the analysis of test results and subsequent action to raise standards. There are shortcomings in the leadership roles of the subject co-ordinators.
How well the governors fulfil their responsibilities	Good. A strength of the school. The governing body's role is very effective.
The school's evaluation of its performance	Satisfactory overall. The school evaluates some aspects of its performance very well, but this practice is not yet fully effective.
The strategic use of resources	Good. Resources are used appropriately. Spending is managed well.

There is a good flow of information between the headteacher and governing body and this supports the good planning and monitoring which is carried out by the governors. The governing body has a clear understanding of its responsibilities and carries them out effectively. The processes of performance management are being implemented well. Principles of best value are considered very carefully by the headteacher and governors and result in the effective management of resources. However, the roles of the co-ordinators are under-developed and they do not influence standards and teaching in their subjects sufficiently well across the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and show positive attitudes to learning.• The teachers are approachable.• The children behave very well.• Their children are encouraged to achieve their best.• The teaching is good.• The school works closely with parents.	<ul style="list-style-type: none">• The range of activities provided outside of lessons.• The management of the school.• The information provided about their children's progress.

The findings of the inspection endorse the features of the school which please parents most. Regarding those aspects which a few parents would like to see improved, the inspection showed: that the staff work hard to provide an acceptable range of activities outside lessons; that the overall leadership and management of the school are satisfactory, with particular strength in the commitment to work for school improvement; and that the written reports to parents describing their children's progress meet statutory requirements, but sometimes describe what the children have done, rather than what they have achieved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' very good behaviour and attitudes to learning contribute significantly to the good standards they achieve.

1. The teachers have appropriately high expectations of behaviour and the pupils respond positively to this. The level of very good behaviour is striking and enables the teachers to focus on the quality of learning for the pupils. Pupils sustain concentration well and stay on task when not directly supervised by their teacher. For example, they work diligently on computers, out of sight of their teacher. Behaviour at playtimes and lunchtimes is equally orderly. No signs of bullying or other forms of oppressive behaviour were seen during the inspection, nor could any such instances be recalled by pupils. Pupils are courteous and polite. When entering and leaving collective worship, the pupils do so quietly. Older pupils show high levels of care and consideration for the younger ones. All the pupils appreciate the school's system of rewards and sanctions and respond very positively to it.
2. The pupils show very positive attitudes to learning and the teachers foster these very successfully. In all of the lessons observed, the pupils' attitudes to learning were at least satisfactory. In 60 per cent of lessons, they were very good. Pupils listen well to their teachers and, as a consequence, know what they are to do when they are given instructions. For example, pupils in Year 4 working on data handling, listened attentively to their teacher and then settled very quickly and purposefully to their work. Pupils pay close attention when their teachers talk to them about their work in order to help them improve. Pupils in Year 1 listened well when their teacher explained how to work out the place value of tens and units, and this enabled them to work much more effectively. Pupils work together co-operatively when using computers, readily taking turns and discussing their work. They share sensibly when using apparatus during mathematics. Pupils stay very well focused on their tasks and this enhances their learning. For example, a young pupil working out the place value of numbers, persevered to find out how many tens were in thirty-seven. They respond positively to intellectual challenge; pupils asked to replace words in a poem with words having a similar meaning, thought carefully in order to make suitable choices. Pupils show pride in what they are doing and want to do their best. All pupils are keen to be involved in their lessons and show confidence. The youngest pupils show willingness to contribute to discussion when sharing a book with their teacher. They readily offer to write numerals on the blackboard. The pupils talk enthusiastically about what they are learning. For example, in Years 3 and 4, pupils eagerly explain the meaning of the information on their graphs. The pupils enjoy coming to school and parents agree that the pupils' behaviour and attitudes are very good.

Governors contribute significantly to the school's effectiveness.

3. The school is very well supported by the governors. They are well organised and exercise their corporate role very effectively. They fulfil all their statutory duties and work with interest and commitment to raising standards in the school. The governing body has a good knowledge of the strengths and weaknesses of the school. The governors' contribution to the strategic development of the school has increased significantly since the last inspection. They have worked enthusiastically to help the school resource and implement a better curriculum for information and communications technology. There is a good committee structure which works effectively, and governors maximise their individual skills and expertise within the committees. The governing body is appropriately involved with the headteacher in planning for school improvement. For example,

with the help of the headteacher, they have identified the need to improve spelling, and are monitoring and reviewing progress very conscientiously. They are keen to use the results of testing between the key stages to identify areas for development. The implementation of performance management is well in hand and governors are suitably trained and prepared. Formal planning, control and monitoring of both finances and school development are well managed. The governors apply the principles of best value very conscientiously and have a clear grasp of the resource needs of the school. Governors visit the school regularly and have good awareness of the way the school functions. The close involvement of the governors and their positive working relationships with the headteacher and staff contribute significantly to the management of school improvement.

The school promotes pupils' spiritual, moral, social and cultural development very successfully

4. Spiritual development has improved since the last inspection and is now good. It is promoted well through assemblies and lessons. Pupils are given appropriate opportunities for reflection during acts of collective worship. The teachers encourage them to think about morals in stories and to relate them to their own experiences. Older pupils listened with rapt attention when told how, in the Old Testament, the River Jordan dried up to allow the Israelites to walk across it. Through their lessons, the staff enable the pupils to experience a sense of awe. For example, in an English lesson, younger pupils show amazement at the sheer size of a watermelon, whilst pupils in Years 3 and 4 marvel at the computer's ability to produce different graphs from the data they have entered.
5. The school provides well for cultural development. A wide range of activities provides cultural experiences. These include visits from authors and poets, dressing in costume for cultural activities, and taking part in dance, drama and music festivals. Pupils are made aware of different faiths and show respect for cultural traditions. Through lessons in history, such as the current study of the Victorians, pupils learn about their cultural heritage.
6. Provision for moral and social development is a major strength of the school. An understanding of what is right or what is wrong is a prominent part of the school's ethos. The teachers establish and maintain consistent behavioural expectations and these contribute very effectively to the atmosphere of calm and order through the school. They encourage self discipline within an ethos of care and respect for others and for property. The teachers promote the system of rewards and sanctions very well. They place strong emphasis on honesty and fairness and are good role models for pupils. Charitable collections are successful in encouraging pupils to recognise the need to share and to consider those less fortunate than themselves.
7. The staff are aware of the particular challenges to social development which arise when there are small numbers of pupils in a year group. They appropriately provide opportunities for pupils to mix with larger groups, through taking part in competitive sports and residential visits. Teachers make very good provision for pupils who join the school during the year, which enables these pupils to integrate quickly, happily and effectively.

The school provides well for pupils with special educational needs.

8. The provision for pupils with special educational needs is a strength and enables those pupils to make good progress. Documentation is conscientiously maintained and is used effectively to support the pupils' learning. The special needs co-ordinator has a thorough understanding of the recommendations in the Code of Practice. Pupils' needs are identified early and individual

education plans are drawn up containing clearly defined targets. Some discussion with pupils takes place to help them understand their strengths and weaknesses. Parents are kept informed and are invited to attend meetings to review their child's progress. Careful consideration is given before moving pupils between stages in the special needs process. Progress towards targets is carefully monitored by the co-ordinator. There is good rapport with the various support agencies, and additional help is provided by a specialist teacher. The needs of these pupils are carefully considered when adult support in classes is being organised.

9. Teachers are mindful of the pupils' needs in their planning and teaching, and are particularly vigilant in making sure that they enable these pupils to succeed. Careful questioning in a Year 3/4 mathematics lesson enabled a special needs child to take a full part in the lesson and gain a sense of achievement along with her peers. Pupils with special needs are given responsibilities which help them to feel that they make a valuable contribution to the school, and this boosts their self esteem and helps to give them confidence in their academic work.
10. The school acknowledges that more able pupils also have special educational needs. The headteacher has attended training and the school has produced a satisfactory policy to guide its practice. Some movement of pupils between year groups for certain lessons is already taking place, and its success is being monitored. The school is in the process of fully implementing its policy.

Teachers are very successful in promoting pupils' personal development

11. The teachers have very good knowledge of the pupils' personal development, this knowledge beginning with a highly successful induction process for four year olds. The induction documentation which is sent to parents gives very useful information. Visits to children's homes by their new teacher prior to their starting school, and visits to the school by the children for one morning during each of the six weeks before their admission, are extremely effective in enabling children to settle quickly and happily. The teachers provide many valuable opportunities for them to take responsibility and to develop independence from a very early age. From their first days in school, pupils are encouraged to speak publicly, such as during assemblies.
12. Throughout the school, pupils are encouraged to express their opinions. Following a request from pupils and subsequent discussions with staff and governors, a tuck shop is now run by pupils during break times. The pupils value this greatly and take their responsibility for running it very seriously. Teachers work hard to give pupils confidence and this is evident in all classes. For example, during a mental arithmetic lesson, when tackling new work on probability, pupils of all abilities were encouraged to try to work out whether the next number card, selected at random from cards numbered between one and twenty, would be likely to be higher or lower than the previous one. All answers were valued by the teacher and she made good use of the pupils' incorrect responses, to improve their understanding of the challenge.
13. Several strategies contribute positively to the pupils' growing independence and willingness to take responsibility. The 'buddy' system, whereby older pupils take some responsibility for the welfare of the younger pupils, is given high status and both ages of pupils speak positively about it. Residential visits of increasing duration are arranged for pupils in Years 4, 5 and 6. These help the pupils to overcome feelings of homesickness and encourage them both to develop their skills in looking after themselves and to learn new skills. In whole school dramatic and musical productions, every pupil takes part and this increases their growing independence. Parents are especially complimentary about the school's success in making new pupils feel welcome.

WHAT COULD BE IMPROVED

The accuracy and use of assessment

14. An analysis of test results by the headteacher and governors revealed weaknesses in spelling and writing. Action is currently being taken to address both these areas, and this is proving successful. Some tracking of pupils' progress is carried out effectively by the headteacher. However, other aspects of assessment are less successful. The targets set for pupils at the end of Year 6 in 2000 in English and mathematics were significantly below what the pupils actually achieved, suggesting an under-estimation of their capabilities. Even though results are analysed when pupils are tested in between key stages, targets are not set for individual pupils to help focus the teachers' planning. There is some evidence that targets specified in written reports to parents are not given sufficient focus. For example, a pupil whose target was to learn about paragraphs was still very uncertain about their correct usage several months later.
15. In their planning, teachers do not always make sufficiently clear the learning intentions for each lesson. Sometimes they write what the pupils are to do, rather than what they should learn. Nor do they share this information consistently with the pupils. This means that, at the end of lessons when teachers are reviewing with pupils how much they have learned, they are not always able to relate this to objectives which should have been set at the start of the lesson. Some examples of pupils' work, assessed against National Curriculum levels, show uncertainty about which level the piece of work represents. The quantity of pupils' work which is saved to show progress is not consistent across the school, and this does not support the tracking of pupils' progress as well as it should. Assessment is not used to identify precisely enough what needs to be taught to ensure that all pupils attain the highest standards of which they are capable.

The breadth and balance of the curriculum for the children in the foundation stage

16. The children in the foundation stage are eager to learn and settle very quickly and happily into the routines of school. The staff are very successful in managing the transfer from home or playgroup into school, and the children soon feel secure and confident. However, the school is not implementing recent national guidance for teaching children in the foundation stage and they receive a slightly modified version of the National Curriculum; children who attend part-time are taught literacy and numeracy almost exclusively. This does not provide them with a suitably broad and balanced curriculum which is appropriate to their ages.
17. There are too few opportunities for children to explore aspects of knowledge and understanding of the world or creative activities, such as painting, making models, imaginative play and dance. Sand and water activities are not regularly available to them. Opportunities for physical development are not planned thoroughly enough. Often too much emphasis is placed on them simply listening. Current practice does not enable the children to experiment, explore, plan and make choices for themselves. A balance between activities planned by adults and those initiated by the children themselves is lacking. A comprehensive system for the assessment and recording of the children's progress is not in place to build on the useful assessment information collected when pupils are first admitted.

The co-ordinators' leadership roles and management of their subject responsibilities

18. The co-ordinators have considerable knowledge of their subjects in relation to the pupils they teach. However, their knowledge of standards and practice in other classes is not extensive enough. The role of the co-ordinator in supporting developments in information and communications technology is being developed, but there is no common practice in subject management throughout the school. Current procedures do not enable the co-ordinators to show that they understand fully what their input should be. Whilst they are very supportive of colleagues, there is no consistent system by which they can influence teaching and learning in their subjects. The co-ordinators review some of their colleagues' planning and collect some samples of pupils' work, but these activities do not provide sufficient information to help them take the lead in raising standards in their subjects. They generally lack a clear overview of how their subjects should be developed through the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. The school should now:

- (1) improve assessment arrangements to make best use of the teachers' knowledge of the pupils, so that they identify more accurately what the pupils have achieved and set challenging targets in light of their knowledge;
- (2) provide a broad and balanced curriculum for children in the foundation stage, which incorporates all areas of learning, reflects the early learning goals, and includes a system for assessing, recording and using information about the children's progress.
- (3) develop the co-ordinators' leadership roles such that they gain greater knowledge, become more analytical and are able to influence standards and teaching in their subjects across the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

15

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

9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	53	47	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

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

76

Number of full-time pupils eligible for free school meals

7

FTE means full-time equivalent.

Special educational needs

YR– Y6

Number of pupils with statements of special educational needs

0

Number of pupils on the school's special educational needs register

15

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

5

Pupils who left the school other than at the usual time of leaving

19

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	3	9	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (94)	100 (100)
	National	88(82)	89(83)	91(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	92 (88)	100 (94)	92 (88)
	National	88 (82)	89 (86)	89 (87)

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

NB Boys and girls scores are not published separately when there are fewer than 11 pupils in a gender group.

Attainment at the end of Key Stage 2

NB The test results for Year 2000 are not published because fewer than 11 pupils took part.

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	76
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)	3.76
Number of pupils per qualified teacher	20
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	32

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
----------------	-----------

	£
Total income	172691
Total expenditure	174231
Expenditure per pupil	2420
Balance brought forward from previous year	11548
Balance carried forward to next year	10008

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	54
Number of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	40	0	0	0
My child is making good progress in school.	34	63	0	0	3
Behaviour in the school is good.	54	40	0	0	6
My child gets the right amount of work to do at home.	23	66	9	0	2
The teaching is good.	43	49	0	0	8
I am kept well informed about how my child is getting on.	34	51	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	31	6	0	0
The school expects my child to work hard and achieve his or her best.	46	43	6	0	5
The school works closely with parents.	49	43	8	0	0
The school is well led and managed.	37	37	23	3	0
The school is helping my child become mature and responsible.	40	57	0	0	3
The school provides an interesting range of activities outside lessons.	23	43	26	0	8

Other issues raised by parents

- the lack of amenities for physical education
- the reporting of unauthorised absence