

INSPECTION REPORT

LONG LAWFORD PRIMARY SCHOOL

Long Lawford, Rugby

LEA area: Warwickshire

Unique reference number: 125570

Headteacher: Mr G Smallwood

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 22nd – 23rd May 2000

Inspection number: 186568

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: Nursery and Primary

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Holbrook Road
Long Lawford
Rugby

Postcode: CV23 9AL

Telephone number: 01788 543332

Fax number: 01788 550366

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Lynne Burrow

Date of previous inspection: February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr D J Curtis	Registered inspector
Mr B Jones	Lay inspector
Mrs A Dakin	Team inspector

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
Cambs
PE4 6QZ

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	6
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	9
Pupils achieve very high standards in reading, mathematics and science as the result of very good teaching.	
Provision for the under-fives in the nursery and reception class is very good and allows children to make very good progress in their learning.	
Standards in English at Key Stage 1 are high as the result of very effective teaching and the successful implementation of the Literacy Hour.	
The leadership and management of the school are good and contribute to high standards.	
WHAT COULD BE IMPROVED	11
The quality of pupils' imaginative writing in Key Stage 2 is not of a high enough standard in comparison with other aspects of English.	
The quality of teaching in Key Stage 2 though good overall is inconsistent, especially in relation to the management of behaviour.	
The quality of pupils' presentation of work and teachers' marking is inconsistent within Key Stage 2.	
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

Long Lawford Primary School is situated on the outskirts of Rugby in Warwickshire and takes pupils from the ages of 3 to 11. There are 205 pupils on roll in seven classes, with 112 boys and 93 girls. In addition 26 children attend the nursery on a part-time mornings only basis. All pupils are white (UK heritage). There are 58 (28 per cent) pupils on the school's register of special educational needs, which is above the national average. There are two pupils with statements of special educational need. Forty-one pupils (20 per cent) of pupils are entitled to free school meals; this is close to the national average. Children enter school with levels of attainment which are below average for the local education authority.

HOW GOOD THE SCHOOL IS

Taking into consideration below average levels of attainment on entry, and that pupils make good progress in attaining above average standards by the time they leave the school, Long Lawford Primary School is a good school. The school has strengths in teaching, particularly in Key Stage 1 and in Year 6. Good quality teaching contributes significantly to the standards achieved. The school provides good value for money.

What the school does well

- In both key stages, pupils achieve very high standards in reading, mathematics and science as the result of very good teaching.
- Provision for the under-fives in the nursery and reception class is very good, which allows children to make very good progress in their learning.
- Standards in English at Key Stage 1 are high as the result of very effective teaching and the successful implementation of the Literacy Hour.
- The leadership and management of the school are good and contribute to high standards.

What could be improved

- The quality of pupils' imaginative writing in Key Stage 2 is not of a high enough standard in comparison with other aspects of English.
- The quality of teaching in Key Stage 2 though good overall is inconsistent, especially in relation to the management of behaviour.
- The quality of pupils' presentation of work and teachers' marking is inconsistent in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection. It has reviewed its curriculum in line with National Curriculum requirements, and the time allocated to each subject is matched well to pupils' learning needs. Pupils now have more opportunities to be independent learners, particularly in group work within the literacy and numeracy hours. Support staff now provide good and effective support for pupils with special educational needs. Pupils have more opportunities to study other cultures. Standards in information technology have improved and now meet national expectations. Staff and governors are now far more effective in monitoring and evaluating the work of the school. The standards achieved by pupils have improved as the result of an overall improvement in the quality of teaching.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	A	C	C	B
Mathematics	B	A	B	A

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

Science	B	A	A	A	well below average E
---------	---	---	---	---	----------------------

Inspection evidence confirms that the school is sustaining these high standards in mathematics and science. Standards in English are not as high as those in mathematics and science as the result of pupils not having enough opportunities to develop their imaginative writing skills as they move up through Key Stage 2. Very good teaching in Year 6 contributes to the standards achieved.

In Key Stage 1, the school is maintaining very high standards in reading, writing and mathematics as the result of consistently high-quality teaching. In reading and writing, the school is in the top 5 per cent when compared with similar schools (schools with more than 20 per cent and up to 35 per cent of pupils entitled to free school meals).

Children in the nursery and in the reception class make very good progress in their early learning and this prepares them exceptionally well for the National Curriculum.

Pupils with special educational needs make good progress as the result of effective teaching and good support from learning-support assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good with some variations. In Key Stage 1 attitudes are very good. In Key Stage 2, the majority of pupils show good attitudes to school, with the exception of a small number of boys,
Behaviour, in and out of classrooms	Satisfactory overall; very good in Key Stage 1, satisfactory in Key Stage 2 overall, although the poor behaviour of a small number of boys hinders the learning of fellow pupils, especially girls.
Personal development and relationships	Satisfactory, with strengths in Key Stage 1. In Key Stage 2, relationships are variable, with a small number of boys unable to cope with developing positive relationships with their classmates.
Attendance	Satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very 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 makes a strong contribution to the standards achieved and the good progress made by pupils. During the inspection, the quality of teaching was good or better in 81 per cent of lessons observed, including 33 per cent which were very good. Fourteen per cent of lessons were satisfactory, with one lesson (5 per cent) being less than satisfactory.

The teaching of the under-fives and pupils in Key Stage 1 is very good, with significant strengths in the expectations of what pupils can achieve. In Key Stage 2, teaching is good overall, with strong features in Year 6. There are significant strengths in teachers' planning, especially in meeting the learning needs of all pupils. In Key Stage 2, unsatisfactory teaching is linked to ineffective management of the behaviour of a small number of boys, with the result that the learning of other pupils in the class is restricted. In particular, the progress of girls is impeded.

The teaching of literacy and numeracy is very good overall, with some weaknesses in Key Stage 2. Strengths include very effective implementation of the literacy and numeracy hours, which are linked to high-quality planning which meets the learning needs of pupils of all abilities. Weaknesses are linked to the mental arithmetic part of the Numeracy Hour not being sufficiently challenging and to pupils not achieving well in group work as the result of distractions from other pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; provision for the under-fives is a strength. The curriculum is broad and balanced and gives pupils a wide range of learning opportunities, including good emphasis on the arts and sport.
Provision for pupils with special educational needs	Good; pupils receive effective support from the co-ordinator for special educational needs, class teachers and learning-support assistants which allows pupils to make good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision for pupils' spiritual and cultural development is good. For social and moral development, provision is satisfactory.
How well the school cares for its pupils	Very good, the school has very clear and effective procedures to support pupils' academic and personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the school is committed to high standards; the headteacher is supported well by the senior management team.
How well the governors fulfil their responsibilities	The governors work hard and provide effective support for the school; they carry out their statutory responsibilities well.
The school's evaluation of its performance	The school is very aware of its strengths and weaknesses, including areas for improvement identified by the inspection team.
The strategic use of resources	Good; the school makes efficient use of all resources, including additional grants to support the learning needs of all its pupils.

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. • Teaching is good. • The school has high expectations of their children. • The school is well led and managed. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • More extra-curricular activities. • The school working more closely with parents.

Twelve parents attended the meeting with the registered inspector prior to the inspection and 52 questionnaires were returned. Inspection evidence supports the positive views of parents. In relation to homework, concerns were expressed mainly in relation to the marking. Inspection findings indicate that the school may wish to consider clarifying this issue with parents. The school provides a good range of music and sporting activities, often within the school day. Parents praised the school's provision for music. In addition, the staff are committed to their own professional development through in-service training. Taking these factors into consideration, the school is providing a range of extra-curricular activities comparable to those found in most schools. Inspection evidence indicates that the school is working hard to involve parents in their children's learning and in its day-to-day life.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

In both key stages, pupils achieve very high standards in reading, mathematics and science as the result of very good teaching

1. By the end of Year 2, pupils are confident readers; they show a good knowledge of letter sounds and the importance of using picture clues to work out the meaning of unfamiliar words. Pupils enjoy reading a wide range of books and they apply their reading skills well across the curriculum; for example, in mathematics and science, where they show a good understanding of the questions they read. By Year 6, pupils read with fluency and good expression. They show good comprehension skills. Pupils talk confidently about the plot and characters in the stories they read. They show a good recall of the story read so far and make realistic predictions of how the story may end. Reading skills are used successfully across the curriculum, including reading for information to support pupils' learning in science, geography and history.
2. Pupils make good progress in mathematics. By Year 2, they read, write and order numbers to 100 accurately, with many pupils confident in exploring numbers to 1,000. Pupils clearly enjoy and respond well to their termly targets; for example, a Year 2 pupil's target was, 'To read, write and order whole numbers to at least 1,000'. Pupils are confident with multiplication tables to 5 and 10 and they apply this knowledge well in mental arithmetic sessions. Mental arithmetic skills are good; for example, pupils find quickly and accurately (from a menu) three items which add up to 39p. There is a strong emphasis from teachers that pupils should explain their thinking, for example, "How did you work it out?", which develops their mathematical understanding and makes a good contribution to their speaking and listening skills. By Year 6, pupils are secure in applying the four rules of number to decimals. They show a good understanding of the relationship between fractions, decimals and percentages. Mental arithmetic and multiplication skills are a strong feature of their work. Pupils quickly work out that 360 minus 60 degrees gives a reflex angle of 300 degrees.
3. In science, pupils in Year 2 show a good understanding of the conditions plants need in order to grow. More-able pupils develop their understanding of seed dispersal and germination successfully. Pupils use their literacy skills well in writing a set of instructions for planting seeds; they use dictionaries successfully to find out how to spell new words. By Year 6, pupils show good knowledge of the importance of carrying out a 'fair test' when conducting experiments and investigations. Pupils understand why it is important to make predictions and why 'variables' need to be taken into account in their experiments. Pupils have a good understanding of friction, including balanced and unbalanced forces. Numeracy skills are applied well in measuring the areas of 'blots' in an experiment to find out, 'Which paper is best used for mopping up spills?'
4. Pupils achieve well as the result of very good teaching. Expectations are high; for example, in Year 2, pupils were told in the mental arithmetic session, "Be ready to explain. I might ask you to do it". Work is matched effectively to pupils' individual needs, particularly in group work. For example, in Year 2 one group were adding and subtracting money using pounds and pence, another was finding change from 50p, and less able pupils were successfully consolidating their understanding of coins and adding the value of pairs of coins together. All pupils made good progress and felt that they were succeeding. In Year 6, the teacher demonstrated good evidence of day-to-day assessment when she told pupils, "From yesterday's work, I see that many of you are still having problems using protractors". The lesson was then used effectively to reinforce this key skill before pupils moved on successfully to measure bearings.

Provision for the under-fives in the nursery and reception class is very good and allows children to make very good progress in their learning

5. The school has had a nursery class since November 1999. The quality of teaching and provision is very good, with the result that children are happy, secure and confident. During their mornings-only session, they enjoy a rich range of learning opportunities. Planning is thorough, detailed and clearly linked to the Desirable Learning Outcomes¹. The class teacher, ably supported by learning-support assistants, sets high expectations and encourages children to take part in a wide range of exciting activities. During the inspection, children were very enthusiastic in singing, 'Twinkle, Twinkle, Little Star' and 'I can sing a Rainbow'. They showed a good knowledge of the musical instruments, including triangles, maracas and castanets. Children show an interest in books and talk confidently about the characters, for example a rabbit and a dinosaur. They develop a good understanding of number and are confident in counting to 10. Children join in all the activities eagerly; they work well together, share books and take turns fairly.
6. The under-fives in the reception class benefit from very good teaching. They enjoy a wide curriculum which prepares them extremely well for the National Curriculum. Expectations of work and behaviour are very high. For example, in a mental arithmetic session, children were counting confidently and excitedly to 58 and their enthusiasm to write the number on the whiteboard was amazing. They respond well to the teacher's questions, for example, "Who's thinking? Who's got their brain turned on?", with the result that their concentration skills are excellent. Children enjoy a range of fast moving but challenging activities which keep them interested and involved. Particularly good use is made of number games. (Parents commented on this at the parents' meeting and on how it contributes to good progress.) For example, in one game each child had a card with a digit from 0 to 9. The teacher asked a question, "One more than three is?", and those children with the correct answer had to change places with each other. The game was enjoyed immensely and pupils were kept alert and interested.

Standards in English at Key Stage 1 are high as the result of very effective teaching and the successful implementation of the Literacy Hour

7. The results of the 1999 National Curriculum assessments were well above the national average in reading and writing. In comparison with similar schools, the school is in the top five per cent of schools nationally. This is a significant strength. Inspection findings show that standards remain high as the result of very good teaching. Teachers have an excellent understanding of the Literacy Hour and an excellent knowledge of teaching key reading skills, particularly pupils' use of letter sounds and picture clues in reading new and unfamiliar words. The Literacy Hour is planned extremely well, with group work being particularly well managed to meet the learning needs of all pupils, including those with special educational needs. In the final or plenary session, pupils are encouraged to talk about their work, which contributes well to their speaking and listening skills.
8. Pupils are confident in speaking to an audience and in listening to each other; they show good respect for other points of view. Speaking and listening skills are used and applied well, particularly in mathematics, where there is great emphasis on pupils explaining their thinking when solving problems. They are happy to discuss their work with visitors and readily engage in conversations about their work. In lessons, they discuss their work confidently with each other, their teacher and learning-support assistants.

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

9. Pupils enjoy writing and they show good handwriting and presentation skills. By Year 2, most pupils produce neat, well-formed handwriting which is joined and correctly spaced. They take care with their spellings, and know that the teacher expects them to use a dictionary or 'sound out' words that are new or difficult to spell. Sentences are accurate, with full stops and capital letters used correctly; many pupils show a good grasp of speech marks. Pupils enjoy writing and settle to tasks quickly and well; for example, in writing a set of instructions for planting seeds, aimed at someone who has never done this before. Pupils write successfully across the curriculum.

The leadership and management of the school are good and contribute to high standards

10. The headteacher, staff and governing body are clearly committed to high standards and this is reflected in the standards achieved and in the progress made since the last inspection. The school has a very clear understanding of its strengths and areas for improvement through the result of its own systems for checking the quality of teaching and pupils' progress. A particular strength is that termly targets are set for each pupil in English, mathematics and science which build on the results of teachers' assessments of pupils' skills, knowledge and understanding from their previous class. Pupils' work is checked by subject co-ordinators and gaps in learning are identified, for example, the need to include more graph work in the recording of scientific experiments.
11. The school has made significant progress in improving the quality of planning of pupils' work since the last inspection. Termly, weekly and daily planning is linked effectively to the schemes of work which identify what pupils should know, understand and be able to do as they move up through the school. Teachers include in their planning work which meets the learning needs of all pupils within their classes. Very good use is made of the results of assessments of pupils' work to change planning where it is identified that pupils need more support in understanding.

WHAT COULD BE IMPROVED?

The quality of pupils' imaginative writing in Key Stage 2 is not of a high enough standard in comparison with other aspects of English

12. The results of the 1999 National Curriculum assessments in English were average in comparison with those in all schools and above average in comparison with those in similar schools. The school's results in English were not as high as those achieved in mathematics and science. Inspection evidence, particularly from the examination of pupils' work from across the key stage, indicates that pupils' have insufficient opportunities to develop and use their imaginative writing skills. It is clear that the school places a strong emphasis on spelling and punctuation, and pupils' skills in these aspects are good. In addition, pupils have a satisfactory range of opportunities to use their writing skills across the curriculum, including science and history. However, pupils have insufficient opportunities to plan, draft and redraft stories, poetry or pieces of factual writing.

The quality of teaching in Key Stage 2 though good overall is inconsistent, especially in relation to the management of behaviour

13. Whilst teaching in Key Stage 2 is good overall, it is not as consistently good as it is in Key Stage 1. In particular, where teaching is unsatisfactory, there are weaknesses in the management of pupils' behaviour, particularly small groups of boys. For example, in one lesson observed a minority of boys constantly interrupted the lesson by calling out across the classroom and making comments which were not related to their work. This behaviour was not managed successfully, with the result that the progress of other pupils

in the lesson was hindered. In particular, more-able boys and girls were frustrated in their attempts to learn.

14. Where teaching is unsatisfactory, the lesson introduction in the Numeracy Hour is not sufficiently challenging, with the result that pupils' interest and attention are not gained. From this point on, concentration lapsed and, even though tasks were explained, pupils returned to their desks and asked each other, "What do we have to do?" The pace of the lesson was slow, with the result that little in the way of new learning took place.
15. The school needs to improve the consistency of good-quality teaching in Key Stage 2 in order that pupils make consistently good progress as they move up through the key stage.

The quality of pupils' presentation of work and teachers' marking is inconsistent within Key Stage 2

16. The examination of pupils' work in Key Stage 2 showed that they are capable of working hard and achieving high standards of presentation. However, this is inconsistent, mainly because teachers do not reinforce their expectations of how pupils should present their work. For example, in one pupil's mathematics book there were five reminders over a period of time for the pupil to use a ruler when drawing straight lines. Despite these comments, in the most recent work the pupil was still not using a ruler. Across the key stage, there are examples of pupils who are capable of high-quality joined handwriting who suddenly revert to printing their work, with no comments by the teacher to address this inconsistency.
17. Teachers' marking of pupils' work is inconsistent. In the best examples, teachers give pupils clear guidance on how they can improve their future learning. However, other work is just marked with a tick and gives pupils insufficient feedback on their learning. Parents commented on the lack of marking and feedback that their children receive after they have completed homework.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. To continue to raise standards and improve the quality of education, the headteacher, staff and governors should:
 - (1) improve the quality of pupils' imaginative writing at Key Stage 2 by providing them with more regular opportunities to plan, draft and redraft their writing;
 - (2) improve the consistency of the quality of teaching at Key Stage 2 by:
 - establishing clearly-defined procedures for managing the poor behaviour of a minority of boys;
 - ensuring that lesson introductions are interesting and challenging, particularly in numeracy;
 - (3) improve the quality of pupils' presentation of work and teachers' marking in Key Stage 2 by:
 - rigorous monitoring of the application of the school's marking policy;
 - regular monitoring of pupils' work to ensure greater consistency of presentation skills.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5	28	48	14	0	5	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	205
Number of full-time pupils eligible for free school meals		41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	3	58

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	6
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.9

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	9	9
	Girls	18	17	18
	Total	27	26	27
Percentage of pupils at NC Level 2 or above	School	96 (83)	93 (83)	96 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	9	9	9
	Girls	18	18	18
	Total	27	27	27
Percentage of pupils at NC Level 2 or above	School	96 (83)	96 (83)	96 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	12	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	14	15
	Girls	6	9	11
	Total	20	23	26
Percentage of pupils at NC Level 4 or above	School	71 (76)	82 (84)	93 (96)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	15	15
	Girls	7	9	10
	Total	22	24	25
Percentage of pupils at NC Level 4 or above	School	79 (84)	86 (88)	89 (100)
	National	68 (63)	69 (64)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	205
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.8
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	72

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	3
Total aggregate hours worked per week	37.5

Number of pupils per FTE adult	6.5
--------------------------------	-----

FTE means full-time equivalent.

Financial information

Financial year	98/99
----------------	-------

	£
Total income	316,312
Total expenditure	306,517
Expenditure per pupil	1,533
Balance brought forward from previous year	-16,295
Balance carried forward to next year	-6,500

Results of the survey of parents and carers

Questionnaire return rate 23.8%

Number of questionnaires sent out	218
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	42	2	0	0
My child is making good progress in school.	50	42	4	2	2
Behaviour in the school is good.	55	33	8	2	2
My child gets the right amount of work to do at home.	48	22	24	4	2
The teaching is good.	65	33	0	2	0
I am kept well informed about how my child is getting on.	46	40	8	6	0
I would feel comfortable about approaching the school with questions or a problem.	65	25	8	2	0
The school expects my child to work hard and achieve his or her best.	58	40	2	0	0
The school works closely with parents.	38	40	12	4	6
The school is well led and managed.	44	48	6	2	0
The school is helping my child become mature and responsible.	50	42	6	0	2
The school provides an interesting range of activities outside lessons.	26	26	30	10	8