

INSPECTION REPORT

LOCKERLEY ENDOWED CHURCH OF ENGLAND AIDED PRIMARY SCHOOL

Lockerley,
Romsey,
Hampshire
SO51 0JG

LEA area: Hampshire

Unique reference number: 116363

Headteacher: Mr G McCann

Reporting inspector: Mr L Lewin
22330

Dates of inspection: 6th March 2000

Inspection number: 191521

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Butts Green Lockerley Romsey Hants
Postcode:	SO51 0JG
Telephone number:	01794 340485
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs V Smith
Date of previous inspection:	23/9/96

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a rural location in West Hampshire. It serves families from within the village of Lockerley and other villages within the Dun Valley and beyond. The school has 75 pupils on roll who are between four to eleven years of age. They are taught in three mixed age group classes by four teachers including the headteacher. Most pupils have attended the pre-school play-group. On admission to school children show broadly average ability, with a wide range from below average to above average. Twelve pupils (16 per cent) are registered as having special educational needs and this is below the national average (20.8 per cent). At 17 per cent, the number of pupils eligible for free school meals is below the national average (20.3 per cent). All pupils in the school are from white ethnic backgrounds.

HOW GOOD THE SCHOOL IS

This is a good school that is very well led and managed. Overall, good teaching enables pupils to consistently attain high standards by the time they leave the school. Pupils work enthusiastically and show very positive attitudes towards their work and school life in general. The school provides good value for money.

What the school does well

- Overall, good quality teaching enables pupils to attain high standards in English and mathematics and very high standards in science by the end of Key Stage 2.
- Pupils benefit from the wide range of rich curriculum experiences provided by the school.
- The school is very well led and managed. The headteacher, staff and governors work closely together as a highly effective team.
- The parents work together with the school in a very strong partnership. They have worked very hard to improve the school grounds and facilities and, in this way, have significantly improved the quality of education at the school.
- The school has very good systems in place to monitor the academic progress and personal development of the pupils.
- The school very effectively promotes pupils' spiritual, moral and social development.
- Pupils' attitudes, behaviour and personal development are very good.

What could be improved

- The work in pupils' books in the Year 3 and 4 class, carried out since last September, indicates that these pupils are not always working to their full potential and that aspects of their work are not always satisfactorily taught.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996 and has conscientiously addressed all of the key raised at that time. Since the last inspection, school developments have proceeded at a good pace enabling improvements in teaching and in the standards of work in English, mathematics and science. Much work has been carried out to improve the school grounds and this has significantly improved the school's outdoor facilities providing a new sports field and conservation area.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	B	B	well above average A above average B average C below average D well below average E
Mathematics	C	A	B	B	
Science	A	A	A	A	

On admission to school children show broadly average ability, with a wide range from below average to above average. They progress well and are on course to attain at least what is expected of them nationally by the time they are five. At seven years of age standards are high in reading, writing and mathematics. By the time they are eleven, pupils attain high standards in English and mathematics and very high standards in science when compared to pupils in all schools nationally and also when compared to schools with similar intakes of pupils. Work seen during the inspection confirmed these end of key stage standards. However, some samples of pupils' work seen from the Year 3 and 4 class indicate that pupils in this class are not always working to their full potential. Information technology was noted as being very well used to support work in a range of subject areas. Bearing in mind that caution is needed when looking at test results of small cohorts of pupils, trends over the last four years show that results have been consistently above average and improving year on year in line with the national trend of improvement. The school sets itself challenging targets for pupils' attainment and is successful in achieving these targets so that pupils generally reach their full potential by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very responsible and positive attitudes towards school life. They are generally confident, enjoy their work, try their best and are eager to learn at all times. Pupils collaborate with one another very effectively.
Behaviour, in and out of classrooms	Pupils behave very well in lessons. They are usually thoughtful, courteous and well mannered.
Personal development and relationships	Personal development is very good. Pupils show initiative and carry out responsibilities in a mature and sensible manner. Relationships between pupils and between pupils and their teachers are usually very good with pupils showing much mutual respect for one another and staff who work with them.
Attendance	Very good. Pupils enjoy coming to school.

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 teaching of English and mathematics is good overall for children under five and at both key stages. Teachers have very successfully implemented the literacy and numeracy strategies so that skills are well taught in these areas particularly in the class of reception, Year 1 and Year 2 pupils and the Year 5 and 6 class. In these two classes carefully planned work makes good provision for pupils of all attainment levels and the teachers have a strong rapport with the pupils. While some satisfactory teaching was observed in the class of Year 3 and 4 pupils, samples of work scrutinised for this age group indicate that these pupils are not always working to their full potential and that aspects of their work are not always satisfactorily taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils benefit from receiving a wide range of rich curriculum experiences. Very good use is made of links with the community to support and extend the curriculum. Provision for extra-curricular and sporting activities is good.
Provision for pupils with special educational needs	Pupils are well supported in the classroom and during sessions when they are withdrawn for extra help. Their progress is very carefully monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision. The school's emphasis on personal, social and health education along with the citizenship activities, very strongly promotes pupils' social awareness and an awareness and sensitivity to the world around them.
How well the school cares for its pupils	Through the very good systems for monitoring pupils' academic progress and personal development, staff are fully aware of and cater sensitively for the needs of each individual.

The school has a very strong partnership with the parents. Parents have played a major part in improving the facilities in the school grounds and thereby improved the quality of education for the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. Through highly effective communication, the headteacher ensures that staff and governors are fully informed about and involved in all areas of the school's development.
How well the governors fulfil their responsibilities	Through their thorough involvement in all school matters and frequent visits, governors have a clear overview of the school's operation and they play a full and dynamic part in its management.
The school's evaluation of its performance	The school very carefully monitors and evaluates its own effectiveness and uses the information gained to improve the quality of the curriculum and teaching and learning.
The strategic use of resources	The school monitors its financial budget very carefully and thereby applies the principles of best value. Resources are used to the fullest extent. The school's office administration is of a very high standard. The work of the parents is a particularly valuable resource for the school. The school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents' questionnaire responses and views expressed by parents at the meeting with the registered inspector indicate that parents have a high regard for the work of the school. In particular parents felt strongly that:</p> <ul style="list-style-type: none"> • The school is well led and managed. • Staff at the school are very approachable. • Teachers set high expectations for the pupils. • Children like coming to school. 	<ul style="list-style-type: none"> • A small number of parents feel that the range of extra curricular activities available is not extensive enough. • A small number of parents feel they are not sufficiently informed about their children's progress.

The inspection team agrees with the very positive views expressed by the parents. Contrary to the view of a small number of parents the inspection team feels that the school provides a good range of extra-curricular activities compared to other similar schools. Inspectors also feel that the school provides parents with a very full picture of their children's progress. However, while the school's written reports are comprehensive, the style of report used for Key Stage 2 pupils does not easily lend itself towards informing parents about how pupils can improve their work in areas where weaknesses have been identified.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Overall, good quality teaching enables pupils to attain high standards in English and mathematics and very high standards in science by the end of Key Stage 2.

1. Overall, pupils at both key stages are well taught. Lessons are carefully planned with content that generally matches pupils' attainment and interest levels precisely. This is particularly the case for the class of younger pupils in the school and in the class of Year 5 and 6 pupils. The teachers have a good rapport with their pupils and provide strong encouragement so that pupils work in a motivated fashion. Teachers have a very good knowledge of the individual needs of pupils in their classes and use this knowledge well to set exacting tasks to move pupils' learning along at a good pace. For example, older Key Stage 2 pupils work on a demanding task to analyse the arguments presented in newspaper articles, but with encouragement from the teacher, they successfully discussed the important points in the text. Resources are very well used to aid learning, as when Key Stage 1 pupils responded enthusiastically to the teacher using a glove puppet to focus and involve them during a literacy lesson. The teachers show confident knowledge during literacy and numeracy sessions so that explanations are provided clearly and succinctly enabling pupils to get on with tasks quickly and efficiently. Teachers mark pupils' work very carefully, with encouraging comments and helpful targets for future improvement such as '... very good effort ... try to think of a better ending next time'.

2. The good teaching enables pupils to attain high standards in English and mathematics at the end of each key stage in the national tests. Pupils attain very high standards in science in the end of Key Stage 2 national tests. These standards are sustained each year and are confirmed by the work seen during the inspection: Year 2 pupils read well together during 'shared text' work - reading fluently, with expression and understanding. They write imaginative stories with clear, legible writing and appropriate punctuation. These pupils are adept at finding different ways of solving problems in mathematics, already competently count forward and back in twos, threes, fours and fives and many are experienced in adding and subtracting using double digit numbers. By the end of Key Stage 2 pupils select key points from text such as newspaper articles. They produce neat and well presented extended creative writing in projects such as 'Snow White in Las Vegas', where they write sections from the different points of view of various characters such as the Queen, Huntsman and Snow White. Pupils demonstrate rapid mental recall in numeracy sessions and carry out in-depth mathematical investigations. Higher attaining pupils, work on the relationship between a circle's diameter and its circumference and in so doing, touch on aspects of Level 6 (well above average) work. Pupils gain a wide scientific knowledge. They record investigations in much detail. Information technology skills are very well used in much of pupils' work across the school. For example, Year 3 and 4 pupils were noted using data logging equipment to broaden their science knowledge concerning temperature changes in different situations and groups of pupils were observed using the computer suite effectively to enhance their literacy skills. Most pupils' work is very attractively and neatly presented.

Pupils benefit from the wide range of rich curriculum experiences provided by the school.

3. Despite the demands of implementing new national initiatives, the school has maintained a very broad and balanced curriculum that enables pupils to gain a wide range of rich experiences. Work carried out, for example, in connection with the 'citizenship activities week', strongly promotes pupils' understanding in areas of personal, social and health education. These areas are further developed within the classroom, as was seen in a good Year 5 and 6 lesson where pupils learned how to identify and avoid potentially dangerous situations, by carrying out a 'risk analysis' in connection with water safety. The school has established very strong links with the community. It makes very good use of its links with the church. Also, police and fire brigade personnel play a full part in promoting the

'citizenship' activities. The school is also involved in a 'cycles' project that involves regular visits to the National Trust at Mottisfort - here the pupils have first hand opportunities to broaden their science and environmental knowledge, with close observation undertaken with expert guidance from the wardens. In addition, the school has a good quality programme of after school activities and promotes a wide range of sporting activities. Pupils do well in cricket, football, swimming, rounders, netball, cross-country and athletics matches against other local schools. Pupils' experiences are further enhanced by interesting visits made such as to a theatre, activities such as pupils' participation in a 'Victorian Christmas' and by visitors coming into the school to talk to the classes.

The school is very well led and managed. The headteacher, staff and governors work closely together as a highly effective team.

4. The headteacher provides very strong leadership for the school that enables staff and governors to work together as a highly effective team. This view is clearly shared by the governors who during discussions stated ...'we are like one big team, led by the headteacher'. The headteacher ensures that all parties concerned in the school's operation are kept fully informed and, in this way, sets a very positive working atmosphere. He has a very clear view for the educational direction of the school and consistently maintains the central focus upon improving the quality of education for all pupils. All staff and governors play a full part in constructing and monitoring the progress of initiatives within the school's development plan. The plan itself is a comprehensive document that sets out clear priorities for school improvements and the actions needed to accomplish the targets set.

5. The headteacher constantly monitors the work of the teachers and provides both oral and written feedback for lesson observations made. He has also created clear systems to enable staff to monitor the effectiveness of the curriculum, for example, through looking at samples of pupils' work from across the school and agreeing the levels attained by the pupils. The school also makes full use of the local education authority's advisory service whose detailed reports provide further valuable information to aid the school in monitoring its own effectiveness.

6. The school is very fortunate to have a highly supportive and involved team of governors. Individually they have a wide range of backgrounds that very usefully complement the work of the school, for example, providing computer expertise and strong links with the local church. The governors are fully involved in all aspects of the management of the school and through their regular visits they have a clear overview of the way in which the school operates. Where necessary they involve themselves in appropriate training so that all new governors rapidly establish themselves as a part of the team. The chair of governors is very experienced in her role, works closely with headteacher and shares his clear vision of the school's future educational direction.

7. The school's day-to-day administration is very efficient and the main administration officer plays a central role in maintaining this efficiency. She ensures that a friendly, welcoming and positive atmosphere is provided for all parents and visitors to the school.

The parents work together with the school in a very strong partnership. They have worked very hard to improve the school grounds and facilities and, in this way, have significantly improved the quality of education at the school.

8. The school has established very strong links with the parents, many of whom give a great deal of their time to support and involve themselves in school activities and initiatives. The Parent Teacher Association is very active and raises valuable funds to assist the school. Parents working at the nearby National Trust at Mottisfort also make a significant input into the work of the school through the 'cycles' project mentioned above. Many parents have played a vital part in recent years in the school grounds development project. This has enabled the creation of a very good sports field, provided a well designed conservation area with three ponds, created outdoor seating areas for the

pupils and generally improved the gardens to provide an attractive school campus. These facilities provide greater opportunity for pupils to practise sporting activities and enhance work in science and open up increased potential for other outdoor activities.

9. Through very effective communication the school ensures that parents are kept well informed about their children's progress and the work of the school in general. The system of sending out questionnaires to parents every two years is yet another way in which the school is proactive in developing its partnership with the parents. Views from the questionnaires are usefully considered in connection with school development planning and provide another effective means by which the school monitors its work.

The school has very good systems in place to monitor the academic progress and personal development of the pupils.

10. The headteacher has set in place rigorous systems for tracking pupils' academic performance. A full range of tests is administered across the school from the baseline assessment test for the youngest children, reading tests, optional nationally produced tests and the statutory end of key stage tests. All of the test results are thoroughly analysed and compared with results from previous years. Using this and other information, the progress of year groups, individual pupils and groups of pupils of differing attainment levels is carefully tracked. This enables the school to set realistic targets for pupils' future performance, for example, in the end of Key Stage 2 national tests. The tracking of pupils' progress is further supported by other systems such as monitoring of pupils' work in lessons by the headteacher, detailed records maintained about the progress of pupils with special educational needs, the establishment of a register of higher attaining pupils and teachers' own individual records of the progress of pupils in their classes. Also, each pupil has a record of achievement that contains samples of their work as they move through the school, often annotated by the teachers to indicate the context of the work and the level of attainment. The records of achievements seen at Year 6, for example, provide a very well presented, attractive and clear view of a pupil's current and past attainment. All of this information increases teachers' awareness of the needs of pupils and generally enables them to cater well for pupils of all attainment levels.

The school very effectively promotes pupils' spiritual, moral and social development.

11. Through activities mentioned above such as the 'cycles' project and the ongoing development of the school grounds, pupils are gaining an in depth awareness, understanding, and appreciation of the world around them. They are given opportunities to reflect on issues concerning the needs of others through their involvement in raising funds for a large number of charity organisations. The school keenly promotes pupils' moral awareness as was seen in a session where a group of pupils listened to the story of 'The Boy Who Cried Wolf' and then usefully discussed their own views about the theme of 'telling lies'. In addition, during lessons, pupils are given a clear understanding of what constitutes acceptable behaviour. Working with personnel such as the police, members of the fire brigade and an archaeologist during their 'citizenship activities' and the emphasis the school places upon personal, social and health education provide pupils with very good opportunities to develop their knowledge of the world beyond their immediate environment.

Pupils' attitudes, behaviour and personal development are very good.

12. Pupils generally show very positive attitudes towards their work and often carry out tasks in a motivated way, collaborating very effectively with their classmates in the process. Pupils behave very well both in the classroom and in the playground. They are usually friendly and courteous towards each other and adults. Pupils show sensitivity towards the feelings of others and demonstrate a considerate approach. This was noted, for example, during practical activities where pupils were quick to help classmates in need of support. Pupils work with full concentration nearly all of the time. They usually listen very carefully to their teachers and carry out instructions precisely as requested. The

school is very successful in promoting pupils' personal development. The rewards system provides strong encouragement for pupils to achieve in a wide range of areas - and in more than just academic areas. The clear targets teachers set for each individual's improvement further encourage pupils. As a result, they show much confidence and very good personal development. Lesson observations show that pupils often carry out their work in a responsible and mature manner. Many older pupils were seen to be using much initiative, for example, carrying out classroom responsibilities without waiting to be asked.

WHAT COULD BE IMPROVED?

The work in pupils' books in the Year 3 and 4 class, carried out since last September, indicates that these pupils are not always working to their full potential and that aspects of their work are not always satisfactorily taught.

13. A scrutiny of work carried out by pupils in the Year 3 and 4 class shows that pupils are covering a generally adequate range of work. However, the presentation of work in books is often untidy with unnecessary drawings on the book covers. The work seen does not reflect the pride in presentation seen in samples from the other two classes in the school. Also in contrast to the other two classes, marking of pupils' work is inconsistent and some pieces of work are left unmarked. The English work scrutinised indicates that too heavy an emphasis is placed upon the use of text book comprehension and grammar exercises and does not thereby reflect good practice from the National Literacy Strategy. Overall, these samples indicate that pupils are not producing their best work and they are not being sufficiently extended or challenged by the teaching.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

14. To continue the current success of the school, the staff and governors should now:

Improve the teaching in the class of Year 3 and 4 pupils by ensuring that

- pupils' work is marked consistently;
- pupils are fully challenged and extended by the work set;
- suitable emphasis is placed upon pupils presenting their work neatly.

15. In addition to the key issue above, the following less important weaknesses should be considered for inclusion in the school's action plan:

- Improve the current school development plan by extending it to cover a three-year period.
- Refine the Key Stage 2 written reports by including more detail about how pupils can improve their work in areas where weaknesses are identified.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	73	18	9	0	0

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

* Caution should be exercised in interpreting the above statistics as they are based on a very small sample of 11 lessons whereby one lesson for example would be 9 per cent.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	75
Number of full-time pupils eligible for free school meals	0	13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	12

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	1
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Data concerning end of key stage national tests is only included when more than ten pupils are involved in the testing. Only seven pupils were involved in these tests for Key Stage 1 in 1999, so the data is omitted in this case.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	7
	Girls	7	6	7
	Total	12	12	14
Percentage of pupils at NC level 4 or above	School	86 (90)	86 (80)	100 (80)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	7
	Girls	6	6	7
	Total	11	12	14
Percentage of pupils at NC level 4 or above	School	79 (90)	86 (90)	100 (90)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	18.75
Average class size	25

FTE means full-time equivalent.

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	88

Financial information

Financial year	1998/99
	£
Total income	176,559
Total expenditure	181,630
Expenditure per pupil	2,455
Balance brought forward from previous year	10,877
Balance carried forward to next year	5,806

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

58

Number of questionnaires returned

32

Number of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	21	10	1	0	0
My child is making good progress in school.	16	15	1	0	0
Behaviour in the school is good.	5	24	0	0	3
My child gets the right amount of work to do at home.	11	17	2	0	2
The teaching is good.	14	17	0	0	1
I am kept well informed about how my child is getting on.	11	15	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	22	9	0	0	1
The school expects my child to work hard and achieve his or her best.	21	11	0	0	0
The school works closely with parents.	17	11	1	0	3
The school is well led and managed.	27	5	0	0	0
The school is helping my child become mature and responsible.	19	12	0	0	1
The school provides an interesting range of activities outside lessons.	15	11	6	0	0