

# INSPECTION REPORT

## **HOOK INFANT SCHOOL**

Hook

LEA area: Hampshire

Unique reference number: 116228

Headteacher: Mrs S A Willshire

Reporting inspector: Mrs P Francis  
2440

Dates of inspection: 17-19 September 2001

Inspection number: 192746

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7 years
Gender of pupils:	Mixed
School address:	Church View Hook Hampshire
Postcode:	RG27 9NR
Telephone number:	01256 764487
Fax number:	01256 761046
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Cobb
Date of previous inspection:	17 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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9756	Mr K Parsons	Lay inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a mixed community infant school located in the large village of Hook. During the inspection 258 pupils attended the school but its roll was 215.5 (full time equivalent) pupils aged 4-7 years. This difference in numbers is explained by the part-time attendance of four-year-olds in the reception classes in the early weeks of the autumn term. There are slightly more boys than girls. Most pupils are white. Nearly seven per cent of pupils have English as an additional language, which is high, but only four of those pupils are at an early stage of learning English. Most pupils come from a favourable social background and the proportion of pupils who are eligible for free school meals is below the national average. Overall, the range of pupils' attainment on entry is above average. Approximately 22 per cent of the school's pupils have special educational needs, which is in line with the national average. The proportion of pupils who have a statement of special educational needs, fewer than two per cent, is above the national average. Since the previous inspection in 1997, the proportion of pupils who are eligible for free school meals and of those with special educational needs has increased.

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

This is a very effective school that provides good value for money and has many very good features. Across the school, the pupils achieve well and at seven, attain high standards in English and mathematics. This is due to the very good teaching and the very good leadership and management from the headteacher, staff and governors that includes a shared commitment to continuous improvement. There are no major weaknesses.

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

- Due to the very good teaching, all groups of pupils achieve well and, by the end of Year 2, standards in reading, writing and mathematics are high.
- The very good relationships that teachers and their classroom assistants enjoy with pupils, the very good integration of pupils with specific disabilities, the good provision for their personal development and the school's very good pastoral care foster very good attitudes, behaviour and personal development for pupils across the school.
- The headteacher, key staff and the governors provide very good leadership and management that promote good achievement and very effective teaching and learning.
- The school provides a good quality and range of learning opportunities for pupils to achieve well.
- Parents are very supportive of the school and the vast majority of them are very satisfied with the education that their children receive.

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

There are no major areas of weakness for the school to improve.

*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 March 1997. Since then, the school has made good improvement. The response to the single key issue of the last inspection has been very positive and has been addressed fully. High standards in English and mathematics, pupils' very good behaviour, the good quality and range of the curriculum, the very good provision for pupils with special educational needs and the very good leadership and management have been maintained. The quality of teaching and learning, pupils' attitudes, pupils' personal development, their attendance and the school's care for pupils' welfare have improved from good to very good. As the very good leadership and management by the headteacher, key staff and governors have been sustained, the school has a good capacity to improve further.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	A	A	A*	A	well above A average above B average C below average D well below E average
writing	A	B	A*	A	
mathematics	A*	A*	A	A	

The school's performance is in the highest 5% nationally where the comparative grade is A\*

In comparison with schools nationally, by the end of Year 2, test results in 2000 indicated standards in reading and writing that were very high; in mathematics, standards were high. In comparison with similar schools, standards in reading, writing and mathematics are high. At the end of Year 2, there is a high proportion of pupils who attain the higher level, Level 3, in reading, writing, mathematics and science. In comparison with 2000, results in 2001 are very similar. Results in reading and mathematics are particularly good with half of the pupils achieving the higher levels.

The work pupils were doing during the inspection confirmed these high standards in reading, writing and mathematics. All pupils, including those with special educational needs and English as an additional language, achieve well in relation to their standards at entry. Pupils' skills in mental arithmetic, reading and writing are very good and in speaking and listening are very high. Most pupils are highly articulate, confident speakers. They write in many different styles and present their work well in all subjects. Children in the reception classes also achieve well through the foundation stage. Evidence from the present Year 1 pupils shows that they attained high standards at the end of their reception year in: personal, social and emotional development; communication, language and literacy; and mathematics.

The trend in the school's results is steadily improving and the school continually exceeds its challenging targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school, they are keen to learn and have very good attitudes towards their work.
Behaviour, in and out of classrooms	Very good. Pupils follow the school's high expectations of behaviour. There are no exclusions.
Personal development and relationships	Very good. Pupils get on very well together and with all the adults in the school. They work constructively, co-operating in groups and productively on their own.
Attendance	Very good. The attendance rate in 1999/00 was well above the national average and the rate of unauthorised absence was in line with the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very good	Very 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.*

Overall the teaching was very good, as most of it was good with a quarter of it judged to be very good. Teaching in English and mathematics is very good because it is consistently good in both subjects. The skills of literacy and numeracy are taught very well across the curriculum and pupils' basic skills in reading, writing and numeracy are very good. The particular strengths in teaching are the very effective planning, which enables teachers to meet the needs of all groups of pupils, teachers' high expectations for pupils' academic standards and behaviour, very good management of pupils and teachers' very good use of excellent, highly skilled classroom assistants. As a result, in most lessons and all year groups, pupils, including those with learning difficulties and English as an additional language, make good progress. Pupils try very hard to succeed and work productively at a brisk pace and are very interested in their lessons. Pupils who have specific disabilities and learning difficulties learn very well due to the very good targeted support that they receive from classroom assistants. The very effective teachers' planning and some work in small groups that challenges their skills also benefits the higher attaining pupils.

During lessons, teachers and classroom assistants discuss pupils' work with them and in the final part of the lesson, teachers review what pupils have learned. There is inconsistency in the quality of written marking of pupils' work. In the good examples, written marking helps pupils know what they should do to improve. In other examples, teachers' comments are mainly praise for work done and do not

identify clearly the areas for improvement. Consequently, pupils' own knowledge of their learning and ways in which they may improve their work are satisfactory but could be improved by a more consistent quality of marking.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good range of learning opportunities across the school. A wide range of visits and visitors enriches it.
Provision for pupils with special educational needs	Very good due to the work designed for them by their teachers and the extra support given by excellent classroom assistants. Pupils with specific disabilities are very well integrated into classes.
Provision for pupils with English as an additional language	Good. The few pupils who are at the early stages of learning English are given very effective support from support teachers and classroom assistants to enable them to succeed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good provision for pupils' personal development with particularly effective provision for pupils to develop an understanding of their social and moral responsibilities.
How well the school cares for its pupils	Very good. Teachers and classroom assistants know pupils very well and take very good care of them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a very clear vision for the school's development and provides very good professional leadership that is focused upon raising standards and continuous improvement. Curriculum co-ordinators and the co-ordinator for special educational needs provide very good leadership to their colleagues.
How well the governors fulfil their responsibilities	Very good. The governors play a positive role in shaping the direction of the school and are fully aware of the school's strengths and weaknesses. They fulfil their statutory responsibilities very well.
The school's	Very good. The school evaluates its performance very

evaluation of its performance	thoroughly and takes immediate steps to improve any areas of weakness. This is one of the reasons that the school is so successful and that the standards are so high.
The strategic use of resources	Good. The governors apply best value principles well and target their spending to bring about improvements in standards mainly through the school development plan. The high spending on classroom assistants contributes very positively to the standards attained.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• Behaviour in school is very good.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The inspectors endorse parents' positive comments. The inspection team judged the provision for extracurricular activities to be sufficient for an infant school.

## **PART B: COMMENTARY**

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

**Due to the very good teaching, all groups of pupils achieve well and, by the end of Year 2, standards in reading, writing and mathematics are high**

1. By the end of Year 2, test results in 2000 indicated very high standards in reading and writing and high standards in mathematics compared to all schools. In comparison to schools with a similar profile of pupils, standards in reading, writing and mathematics are high. Very similar results were achieved in this year's national tests. Results in reading and mathematics were particularly good with half of the pupils achieving the higher levels. The work pupils were doing during the inspection confirmed these high standards in reading, writing and mathematics. All groups of pupils, boys and girls, pupils with special educational needs, with English as an additional language, and pupils in all ability ranges, achieve well in relation to their standards at entry. Pupils' skills in mental arithmetic, reading and writing are very good and in speaking and listening are very high. These high standards have been achieved because pupils are taught very well and the standards attained at entry to the school are built upon progressively by teachers in each year group.
2. Pupils enter the school with above average skills in English and mathematics and due to the very good teaching throughout all classes, they achieve well in speaking and listening, reading, writing and mathematics. Teachers have a very good knowledge and understanding of English and mathematics and teach basic skills very well in English and mathematics lessons as well as in other subjects. In religious education in Year 2, pupils were given different versions of the Bible and were asked to find out by reading and looking at the book why it is special to Christians. The teacher's and classroom assistant's very skilful questioning elicited articulate, thoughtful responses from pupils and helped them to develop their research skills in reading. In a celebration assembly, individual pupils talked about their work and demonstrated their confidence in speaking to the whole school. The rest of the pupils listened intently to the presentations and showed great interest.
3. Teachers teach the basic skills of reading very effectively; consequently, pupils read very well. Each class has regular story times when the teacher reads a story to the class. During these sessions, teachers convey a joy of reading and books, and encourage pupils to read for themselves. In the regular sessions of guided reading, teachers help individuals with personal difficulties and assess their progress. Individual pupils read very well and the higher attaining readers at the beginning of Year 2 are very fluent when they read aloud. They read with expression, they had a range of strategies to decipher unknown words, they explained previously read parts of a book referring to pictures and associated text, they talked about a main

character and empathised with her emotions and even appreciated humour in a story. Writing is taught very well in literacy hours and is used well in other subjects, as seen in science. In a literacy lesson in Year 2, the teacher introduced sequencing of events in story writing to ensure a story has a clear structure with a beginning, middle and end. She used the story of 'Six Dinner Sid' to help the pupils identify the different parts of a story and the more able pupils used a computer to arrange a jumbled story into the correct sequence. In work from the previous year, pupils in Year 2 showed a good understanding of the structure of a story, some good use of imaginative vocabulary to enliven their writing and some very good attempts at spelling difficult words such as '*skractched*' for '*scratched*'.

4. Teachers' planning is very good. Lessons have clear objectives that are often shared with pupils and are often displayed on the white boards in the classroom. As a result, pupils are clear about the purpose of lessons and what is expected of them in order to achieve their best. Although the inspection took place during the second full week of a new school year, teachers have good knowledge of their pupils' prior attainment. A strength in the teaching is the way in which teachers provide suitable activities for each of the groups of differing attainment in their mixed ability classes. Pupils with special educational needs have well planned individual educational plans that identify appropriate targets in English and mathematics. Teachers plan effectively against these targets and liaise well with their classroom assistants to provide suitable work and sufficient support from adults to enable pupils to achieve well. Classroom assistants are very skilled at helping individuals, illustrated in a role play session in the Doctor's surgery in the reception. The classroom assistant managed the group very skilfully using the good variety of resources in the area. Children were able to use the telephone to call the doctor, to describe the patient's symptoms, to play the roles of the doctor, the receptionist and patients. They were busily engaged in the surgery interacting well with each other and the adult. Higher attaining pupils are challenged well by the activities planned for them and they are often expected to work independently while the adults work with other groups. In a literacy lesson, the teacher shared her high expectations with a Year 1 pupil and encouraged her by saying, '*I know you can do it, you can work on your own*'. In the very good teaching in a mathematics lesson in Year 1, when pupils used unifix and lollipop sticks to measure lengths of objects, the effective partnership between the teacher and her assistant contributed greatly to the good progress made by all pupils.
5. In most lessons, the pace is brisk and, in return, pupils work very productively at a good pace, they are very interested in their lessons and concentrate well. Teachers have high expectations for pupils' achievement and behaviour and pupils meet these expectations as they have very good relationships and respect for their teachers and classroom assistants.

**The very good relationships that teachers and their classroom assistants enjoy with pupils, the very good integration of pupils with specific disabilities,**

**the good provision for their personal development and the school's very good pastoral care foster very good attitudes, behaviour and personal development for pupils across the school.**

6. Teachers and classroom assistants, throughout the school, have very good relationships with their pupils. They base their management of pupils on these relationships and have a very good rapport with their classes. Consequently, pupils are confident in contributing their ideas and are not afraid to make mistakes. The school has an above average proportion of pupils who have statements of special educational need for their specific disabilities and learning needs. They are fully integrated into the classes and often have support from an individual classroom assistant. These pupils are very well integrated into the school and help the other pupils to learn how to communicate with and study alongside those who are less fortunate than them. These opportunities enhance their personal development and preparation for life.
7. As a result of the positive way that adults treat them, pupils have very good attitudes to their work. They are keen to work hard for their teachers, have excellent, mature attitudes for their ages, persevere in their activities and show great interest. These attitudes develop well from their earliest days in school. During the inspection, children were still being admitted to school for the first time. The way in which this is done with individual times for children to arrive on the first morning and the very good relationships that develop very quickly in the reception classes all contribute to the children settling into school routines very quickly. All groups of pupils are valued and receive very good support to succeed. Pupils have very good work habits. They take great pride and care in the presentation of their work and settle quickly to tasks.
8. As a result of the opportunities pupils are given to respond to the good moral and social provision in the curriculum, and to the very good relationships with the adults in the school, pupils behave very well. For example, in the assemblies observed, pupils listened intently to other pupils' contributions and to the music playing as they walked into the hall, they behaved well throughout and showed great interest. Pupils like coming to school, attendance is well above average and there are no exclusions. They enjoy helping their teachers and they volunteer to undertake jobs around the classroom. The school takes very good care of its pupils. Teachers and classroom assistants act as very good role models for pupils, they know pupils well and ensure their welfare, health and safety.

**The headteacher, key staff and the governors provide very good leadership and management that promote good achievement and very effective teaching and learning.**

9. The headteacher has a very clear vision for the development of the school, successfully evaluating its performance and developing initiatives to raise standards still further. She has maintained high standards in all aspects of the school's work since the last inspection and has improved many of them, such as teaching. The school has experienced a high turnover of teachers in the last two years, mainly due to promotion. Despite these changes, the

school's ethos remains very positive and both teachers and pupils enjoy working there. One of the reasons that the school is so successful and that the standards are so high is that the headteacher, staff and governors analyse its performance very thoroughly and take immediate steps to improve any areas of weakness. For example, the school has analysed thoroughly the test results since 1998. The conclusions show comparisons of results with previous years, the achievement of boys and girls, whether the targets set were realistic and possible reasons for differences in results related to teaching and the nature of the year groups. The school has identified that standards in writing, although well above average, are not as high as those in reading. Strategies have been put in place to address this issue. In 2000 the school achieved its best results in writing and similar results in 2001. The school carefully tracks pupils' progress from the baseline assessments made after pupils' entry to the end of Year 2, through tracking sheets of their progress. This term, the school plans to start using all of the information it gains to set targets for individual pupils in English and mathematics to help them to improve their work and to try to increase the proportion of pupils who achieve the higher levels in writing.

10. There was a single key issue for improvement identified in the previous inspection: to fulfil the requirements for teachers' appraisal. Since then, the governing body, headteacher and staff have implemented the new performance management system and all teachers are observed teaching by their year group leaders as well as by curriculum co-ordinators. The consistency of practice seen during the inspection is because all staff have had very good opportunities to monitor teaching and standards. Teachers work very closely as a school team, as well as in their year group teams. Samples of work are shared and areas for development are identified. As a result, consistently good teaching is a feature in all classes and standards and expectations are consistently high. The headteacher meets every teacher at least annually to discuss their curricular responsibilities, their professional training needs and class targets. The outcomes of these discussions feed into the school's plan for its development that identifies a clear way forward for the school and a good focus for improvement of pupils' standards of attainment. The governing body, in its targets for the headteacher, has related them to the priorities of the school's plan for improvement to ensure that everyone is working to a clear agenda to raise standards further.
  
11. The governors and teachers with responsibilities play an important role in contributing to the very good leadership and management in the school. The governing body fulfils its responsibilities very well and curriculum co-ordinators and the co-ordinator for special educational needs provide very good leadership to their colleagues. The governors are committed to the school and take an active interest in all aspects. They are very supportive and have a clear view for the school's development and a good understanding of its strengths and weaknesses. Communications between the school and the governors are good and individual governors visit classes to observe teachers and pupils at work to gain a greater understanding of the curriculum in action. There is an appropriate range of committees that report efficiently to the full governing body. The governors have clear plans to use the savings made in previous years, plus a government grant, to improve the accommodation; the building project to construct a link between the two buildings was in progress during the inspection. The governors have also provided sufficient extra staffing to ensure that curriculum co-ordinators have some non-contact time to

undertake their responsibilities and this time has contributed to their ability to monitor the quality of teaching and standards of pupils' work. The very good partnership in the leadership and management of the school, between the governing body and the headteacher and staff, is committed to continuous improvement to promote good achievement and very effective teaching and learning.

**The school provides a good quality and range of learning opportunities for pupils to achieve well.**

12. The school provides a good quality and range of learning opportunities for pupils that meets the interests and needs of the different groups of pupils in the school. The curriculum is broad, balanced and relevant, so that all pupils achieve well. The statutory curriculum is in place and is enhanced by the good use of visits and visitors. No time is wasted; pupils enter school in the morning and after breaks sensibly, and settle quickly to their lessons. The majority of teaching time is used for English and mathematics, which are taught very well, and pupils apply their learning well in other subjects, for example, in science and religious education.
13. The curricular provision for the children in the reception classes is good. The year group team of teachers plans the curriculum effectively from the areas of learning for the foundation stage and ensures that the children undertake many practical experiences and make good use of play to extend learning. The teachers use their classroom assistants very well and there is a good balance of work directed by an adult and time for free exploration. Children settle into school quickly, soon know what is expected of them, learn the routines well and become independent very quickly. During a morning session in a reception class, the teacher undertook baseline assessments in science with individual pupils while a classroom assistant led a creative activity with another group. Other children, who had only been in school for a week, were working independently on the computer, in the shop, and in constructing a house using Lego.
14. The planning of the curriculum is very good. Teachers' termly and weekly planning provides a consistent, good quality framework for teaching that clearly identifies objectives for pupils' learning based on teachers' good knowledge of their pupils' differing prior attainment. The curriculum is well planned to meet the needs of all groups of pupils and they all have equal access to the curriculum that the school offers. In lessons, work is well matched to the needs of pupils of differing prior attainment and they make good progress.

**Parents are very supportive of the school and the vast majority of them are very satisfied with the education that their children receive.**

15. Parents who responded to the questionnaire were very positive about most aspects of the school. All parents, for example, agree that their children like school, that their children are making good progress, behaviour is good, the school expects their children to work hard and that the school is helping their children to become mature and responsible. Over 90 per cent of the parents gave positive responses to the amount of homework given, that the teaching is good, that they are comfortable when approaching the school, that the school works closely with parents and is well led and managed. All these factors are fundamental to the ethos of the school and contribute to the high standards. Parents, at the pre-inspection meeting with the inspectors, were also very positive about the work of the school. They felt that the school meets the individual needs of their children and were very

satisfied with the behaviour, attitudes and values the school promotes as well as the academic standards achieved.

**WHAT COULD BE IMPROVED**

**The school has no major areas of weakness upon which to improve.**

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	6

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	15	3	0	0	0
Percentage	0	25	62.5	12.5	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		215.5
Number of full-time pupils known to be eligible for free school meals		13

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		56

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	46	41	87

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	45	45
	Girls	39	39	38
	Total	83	84	83
Percentage of pupils at NC level 2 or above	School	95 (97)	97 (96)	95 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	45	45	45
	Girls	38	38	38
	Total	83	83	83
Percentage of pupils at NC level 2 or above	School	97 (98)	95 (100)	95 (100)
	National	84 (82)	88 (86)	88 (87)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	0
White	167
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	11.2
Number of pupils per qualified teacher	19.24
Average class size	23.9

**Education support staff: YR – Y2**

Total number of education support staff	16
Total aggregate hours worked per week	337

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	2000/2001
	£
Total income	567,165
Total expenditure	590,867
Expenditure per pupil	2,096
Balance brought forward from previous year	35,580

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	284
Number of questionnaires returned	106

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	58	42	1	0	0
My child gets the right amount of work to do at home.	56	38	5	1	1
The teaching is good.	82	17	0	0	1
I am kept well informed about how my child is getting on.	51	39	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	67	28	4	1	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	51	46	3	0	0
The school is well led and managed.	63	32	2	0	3
The school is helping my child become mature and responsible.	61	39	0	0	0
The school provides an interesting range of activities outside lessons.	33	46	13	4	4

### Other issues raised by parents

10 parents made further comments on the reverse of the questionnaire form. Most of the opinions expressed are reflected in the questionnaire responses summarised above.