

# INSPECTION REPORT

## **EAST HADDON CE PRIMARY SCHOOL**

East Haddon, Northants

LEA area: Northamptonshire

Unique reference number: 121969

Headteacher: Mr Stephen Lord

Reporting inspector: Mr Michael Raven  
3961

Dates of inspection: 20 – 21 May 2002

Inspection number: 194879

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 and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Church Lane East Haddon Northants
Postcode:	NN6 8DB
Telephone number:	01604 770462
Fax number:	01604 770462
Appropriate authority:	Northamptonshire
Name of chair of governors:	Mr John Brewer
Date of previous inspection:	16 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

East Haddon Primary School is a Church of England school that caters for 80 boys and girls aged from four to eleven. There are more girls than boys on roll. It is much smaller than the average primary school. Pupils are taught in three mixed-age classes: reception and Year 1; Years 2 and 3 and Years 4, 5 and 6. There are four full-time teachers and a part-time teacher who provides music lessons for all classes. The headteacher shares the teaching of Years 4, 5 and 6 with another full-time teacher for most of the week. All pupils are of white United Kingdom heritage and there are no pupils learning English as an additional language. Twenty-one per cent of pupils have special educational needs, which is close to the national average. Their special needs cover a range of learning, speech and communication disorders. There are no pupils with Statements of Special Educational Needs. Only a very small proportion of pupils is eligible for free school meals. At six per cent, this is much lower than the national average. Although some children start school with a wealth of experience that prepares them to learn, there are increasing numbers of children starting school with below average abilities and some have already been identified as having special educational needs at the age of four. Overall, the children's skills in personal and social development, communication, language and literacy and mathematical development are similar to those usually found nationally at this age.

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

This is a very good school. Standards are very high. Pupils have very positive attitudes to school and to their work. They behave very well and get along together very well. They are keen to attend and attendance figures are well above the national average. The quality of teaching is good overall and very good for the oldest pupils. The headteacher leads the school very well and he has overseen good improvement since the last inspection. The school offers good value for money.

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

- The standards achieved by the time pupils leave the school at the end of Year 6 are very high, particularly in English, mathematics and science.
- The quality of teaching is good overall and very good in Years 4, 5 and 6.
- The leadership and management provided by the headteacher are very strong and focus closely on maintaining high standards.
- The school promotes very good attitudes, behaviour and relationships.
- It has established a very strong relationship with parents, who think highly of the school.

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

- The accommodation is poor. It makes teaching and learning more difficult; for example, in information and communication technology (ICT) and physical education, and it poses a number of health and safety risks.
- The school does too little to promote pupils' awareness and appreciation of the cultural and ethnic diversity of British society as a whole.

*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 1997. Standards were generally high at that time and they have continued to rise. In English, mathematics and science, the standards achieved in national tests by pupils in Year 6 have risen at a rate better than the national trend in improvement. The key issues for improvement identified at the last inspection have all been successfully addressed. The inadequacies in the accommodation noted at the last inspection remain.

## STANDARDS

There were only seven pupils in Year 6 in 2001. In national tests and assessments they reached standards in English, mathematics and science that were very high. They were among the highest five per cent in the country, with all pupils achieving beyond the level expected for their age in all three subjects. The results were also in the highest five per cent compared with those achieved in other schools serving a similar population. Standards have been rising in the past four years at a rate above the national trend in improvement. The inspection confirms that standards in English, mathematics and science are very high. Pupils respond well to the challenging targets for achievement that the school sets for them.

In Year 2, pupils achieved standards in the 2001 national tests and assessments in reading and writing that were also well above average. In reading, they were in the highest five per cent nationally. In mathematics, standards were average. The inspection finds that standards in reading remain very high and that they are also high in writing. They are better in mathematics than they were last year and are now above average.

In both Years 2 and 6, standards in the other subjects sampled during the inspection, such as geography, history and music, were also found to be above average.

Pupils respond very well to the good teaching they receive. They work hard and do their best, so that they achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils try hard and do their best. They greatly enjoy school and appreciate all that it has to offer, especially the residential trip in Years 5 and 6.
Behaviour, in and out of classrooms	Very good. Pupils are very attentive and well-behaved, especially in Years 4, 5 and 6. In the playground, they play sensibly and safely together.
Personal development and relationships	Very good. Boys and girls get on very well together and work and play together harmoniously. The older pupils are considerate of the youngest. They help to look after them at playtimes and let them join in their games.
Attendance	Very good. Pupils are eager to come to school and do so punctually.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception – Year 1	Years 2 - 3	Years 4 - 6
Quality of teaching	Good	Satisfactory	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.*

The teaching in Years 4, 5 and 6 is a real strength of the school and leads to the very high standards achieved in national tests and confirmed by the inspection. It is characterised by very good class control and discipline, so that pupils behave very well and concentrate and work hard. It also features very good subject knowledge on the part of teachers, so that things are explained very carefully and

made very interesting, promoting good understanding. Very good use is made of time, so that lessons proceed at a brisk pace and are stimulating. Although the teaching seen in Years 2 and 3 was satisfactory overall, there were weaknesses. The work set was sometimes too difficult for most pupils, so that they made little or no progress in their learning. The children in reception and Year 1 get off to a good start in learning the basic skills of reading, writing and the use of numbers, which are taught well.

The needs of boys and girls are met equally well, so that there are no great differences in their learning or the standards they achieve. The needs of the small number of pupils who find learning more difficult are well met. The learning needs of the different age groups in each class are also well met.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched by activities such as the opportunity to take part in whole-school Christmas and summer productions, learn to play an instrument and go on the residential visit for pupils in Years 5 and 6.
Provision for pupils with special educational needs	Good. These pupils are helped to have access to the full curriculum and make good progress, particularly where there is a support teacher, in Years 4, 5 and 6.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school promotes pupils' social and moral development particularly well. However, too little is done to promote their awareness and appreciation of the cultural and ethnic diversity of British society as a whole.
How well the school cares for its pupils	The school looks after its pupils well. There are good procedures for child protection.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads the school strongly and sets a very good example through his own teaching.
How well the governors fulfil their responsibilities	Satisfactory. They have appropriately devoted much of their time and attention to securing improvements to the accommodation.
The school's evaluation of its performance	Satisfactory. The school evaluates carefully pupils' performance in national tests and assessments and takes appropriate action to maintain high standards. The headteacher does not as yet carry out any formal checks on the quality of teaching.
The strategic use of resources	Good. The school uses its money wisely. There has been a very successful fund-raising effort to support the building works that are necessary to improve the school's accommodation. The school takes care to secure value for money in obtaining goods and services.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The school is well led and managed</li><li>• Teachers expect their children to try hard and do their best</li><li>• They would feel comfortable approaching the school with questions or a problem</li><li>• The teaching is good</li></ul>	<ul style="list-style-type: none"><li>• The range of activities offered outside lessons</li><li>• The information they receive about their children's progress</li><li>• The school's working partnership with parents</li></ul>

The inspection team agrees with all the parents' positive views of the school. It finds that the information parents receive about how their children are getting on is of good quality. The school's partnership with parents is strong. In such a small school, with few full-time staff, the range of activities offered outside lessons is necessarily limited. The inspection team finds that a reasonable range of activities is offered, taking the school year as a whole. There are no out-of-school activities offered by parents.

## **PART B: COMMENTARY**

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

**The standards achieved by the time pupils leave the school at the end of Year 6 are very high, particularly in English, mathematics and science.**

1. The inspection confirms the results of national tests in English, mathematics and science taken by pupils in Year 6 in 2001 and over the past four years. Standards are well above average. They were above average in English at the time of the last inspection in 1997, although they were only average in mathematics and science. Standards have risen steeply since then, at a rate faster than the national trend in improvement. The inspection also sampled standards in a number of other subjects; for example, history, geography and music. Evidence from lessons seen, pupils' work analysed and discussions with pupils shows that here too standards are higher than those usually found by the end of Year 6.
2. A major contributor to the very high standards by the end of Year 6 is the very good teaching pupils receive during their last three years in school. It is also significant that pupils have very positive attitudes to their work. They behave very well, concentrate on their work, try hard and do their best. As a result of the very good teaching and their strong inclination to work hard and learn, pupils achieve very well.
3. Most pupils in Year 6 are working at a level in both English and mathematics that is beyond that expected at the age of 11 and is in fact similar to what is expected at fourteen. They write confidently for a wide range of purposes and in many different styles. They make extensive and correct use of punctuation within sentences; for example, speech marks. Their spelling is accurate, with few errors. Pupils draw skilfully on a wide vocabulary to express meaning in their writing. The most able very competently turn a story they have read into a play script, imaginatively building on the story, making very good use of appropriate vocabulary. For example, one boy wrote in his stage directions, *Seagulls' calls are heard above the babble of the wind*. The teaching encourages pupils to consider what they might do to improve their work. At the end of the playwriting lesson, for instance, pupils were given very good feedback on what they had produced and helpful suggestions as to how it could be developed.
4. In mathematics, pupils accurately measure and calculate the angles in a range of different geometric shapes, such as a rhombus, pentagon and hexagon. They know that the sum of the angles in a square and a rhombus is 360 degrees and that in some other shapes such as a pentagon it is greater. They construct different triangles, such as equilateral and isosceles using a compass and ruler competently. In work that is well beyond the level expected for their age, pupils work out the position of buoys and ships on a chart, using six-figure grid references and bearings.

**The quality of teaching is good overall and very good in Years 4, 5 and 6.**

5. Most of the teaching seen was either good or very good, although one unsatisfactory lesson was seen, in Years 2 and 3. The specialist music teaching seen was very good. A particular challenge in this small school with mixed-age classes is to see that the needs of all the different groups of pupils are met. In addition to pupils from different age groups, each class also contains a range of different abilities. The teaching is organised carefully to meet pupils' differing learning needs. In the reception and Year 1 class, for example, where the teaching is good, it is organised

so that the different learning needs of both age groups are well met. A skilled learning support assistant works with the youngest children for part of each day on activities that are planned carefully to meet their particular learning needs. This is an improvement since the last inspection, when the work provided for the youngest children was not always appropriate for their age. A good example of how the teaching is organised to meet the needs of the youngest children was seen during the inspection. The whole class started a literacy lesson together as one group. Following the whole-class reading of an animal story from the 'Big Book', the youngest children chose from a range of appropriate activities that related the story they had been hearing to other areas of learning. For example, they practised slithering down the slide like the snake in the story and built animal models from construction apparatus and junk materials. In this way, their physical and creative development were being promoted alongside their language, literacy and communication skills.

6. In Years 4, 5 and 6 two full-time teachers work most of the time with this very large class. This arrangement works very well, successfully enabling the wide range of different learning needs to be met. In most lessons the support teacher works closely with a small group of pupils who find learning more difficult. She skilfully helps them to work at the same lesson content as the rest of the class, and through tasks, which are carefully modified to match their abilities and needs, they make good progress and experience success.
7. A particular strength of the teaching is the very good class control and discipline that are maintained. This results in very good behaviour and a positive working atmosphere. It means that pupils can concentrate very well and get on and learn and it makes an important contribution to the establishment and maintenance of high standards.
8. Teachers have very good subject knowledge. This enables them to explain things very clearly and in an interesting way, so that pupils easily understand even quite complicated matters and are stimulated to find out more. This was seen, for example, in a lesson where pupils in Years 5 and 6 followed up their recent residential visit to Scarborough. The teacher's obvious deep understanding of how wildlife adapts to its environment, for example, had enabled him to prepare very well researched and stimulating study booklets for pupils. Pupils' knowledge and understanding were developed very well and the lesson made a very strong contribution to their learning about life and living processes in science and also their geographical understanding. The teacher's very good subject knowledge and skill were also evident in a music lesson on English folk music in Years 4, 5 and 6. Pupils are also stimulated by the brisk pace at which lessons proceed. No time is wasted and pupils respond positively to the sense of urgency about their lessons and the need to use every minute profitably for teaching and learning.
9. In Years 2 and 3 the teaching is satisfactory overall. There are both strengths and weaknesses and the strengths outweigh the weaknesses. A good lesson on humorous poetry worked well because secure class control ensured that the pupils behaved well and the interesting poems chosen by the teacher caught their imagination, so that they were well motivated and wanted to learn. Clear explanations, for example of what a syllable is, helped pupils to understand easily. However, a science lesson was unsatisfactory because the work set was much too difficult for most pupils, so that they made little or no progress learning about animal life cycles. Many were left confused and unhappy about what they were expected to do. Unsatisfactory teaching in this class is also evident in pupils' books, where the

marking of some work is cursory and gives pupils too little advice on what they need to do to improve.

**The leadership and management provided by the headteacher are very strong and focus closely on maintaining high standards**

10. The headteacher continues to provide the strong, effective leadership noted at the last inspection. He sets a very good example to staff through his own very good teaching and the high standards it promotes. He has a strong and convincing commitment to high achievement. Under his leadership, the school has made good improvement since its last inspection five years ago and it is well placed to go on improving. Parents responding to the pre-inspection survey all agreed that the school is well led and managed and pupils and staff clearly look up to the headteacher.
11. As part of the drive to achieve and maintain high standards, the headteacher carefully analyses pupils' performance in national tests in order to identify strengths and weaknesses and check that all the different groups of pupils are doing as well as they should; boys and girls, the most able and those who find learning more difficult. The school has recognised that it is important to understand where errors are made in the tests and that there are many reasons why pupils may fail on a particular question. The headteacher's analysis of results helpfully identifies areas where a change of approach or emphasis in teaching is necessary, or where more revision work is needed. Action is taken as necessary to improve attainment in any area that is weaker. The success of this action is appropriately evaluated annually when test papers are returned to school and examined for improved performance over the previous year.
12. The school development plan, which the headteacher has produced in consultation with staff and the governing body, sets a clear agenda for school improvement. It covers an appropriate timescale and identifies a realistic number of carefully identified priorities for school development, including raising standards and improving learning resources and the accommodation.
13. The headteacher's role has not traditionally involved formally checking on teaching. This has often been the case in many small schools, where the headteacher has a heavy teaching load. However, the headteacher now has the chance to leave his class in the hands of the support teacher at times, but as yet the opportunity has not been taken to develop a formal programme for checking on and developing the quality of teaching; for example, to overcome the weaknesses noted in Years 2 and 3. This is a weakness in the otherwise strong leadership and management.

**The school promotes very good attitudes, behaviour and relationships**

14. At the time of the last inspection, pupils' attitudes were good and their behaviour was very good. Attitudes are now very good and behaviour remains very good. Parents responding to the survey carried out before the inspection all agreed that behaviour at the school is good. At the parents' meeting they commented that pupils have good attitudes to their work and to others and that they behave well.

15. The attitudes and behaviour seen in lessons were never less than satisfactory and in most cases they were good or very good. The youngest children listened carefully as others talked about what they had done at the weekend and about the things they had brought in for 'show and tell'. They maintained their attention very well as they joined in with the teacher's reading from the 'Big Book'. They were very keen to read parts of the story and suggest what the missing words might be. In Years 4, 5 and 6 pupils are very tolerant of the problems created by the very cramped accommodation. Despite difficulties in moving around the room, for example, to fetch reference books and use the computers for research, pupils are considerate of one another and work well together. In a music lesson the oldest boys and girls sang and danced sensibly and unself-consciously together to folk tunes they had learned.
16. Pupils play well together at playtimes. They help one another. For example, when one pupil fell over and another lost something in the playground, the others rallied a round to offer their help, friendship and support. The older pupils play with and help to look after the youngest ones. One of the oldest boys was seen happily organising a board game for younger pupils in the outdoor quiet area.
17. Pupils develop a sense of responsibility through various opportunities to take on jobs. For example, older pupils run the school library, using the computer to check books in and out and to add new books to the catalogue.
18. Pupils are helped to develop good attitudes to those who are less fortunate than themselves. For example, they collect money for charities such as the Northampton night shelter for the homeless, Children In Need and the Macmillan nurses. They also help to support the education of a child in India.
19. Pupils' positive attitudes to school are reflected in the high attendance and low absence rates, which are much better than the national average.

**The school has established a very strong relationship with parents, who think highly of it.**

20. Parents attending the pre-inspection meeting with inspectors expressed very positive views about the school. They reported that they were kept well informed about how their children were getting on and that they found teachers very approachable. In response to the survey carried out before the inspection, there were few criticisms. Most parents feel that the school is well led and managed, teachers expect their children to try hard and do their best, the school is approachable in case of any questions or problems and the teaching is good. The inspection team agrees with all these positive views, which are supported by inspection evidence. Annual reports to parents are good. They are very good in relation to literacy and numeracy, with very good detail. They set appropriate targets, so that pupils and their parents know what needs to be done to improve standards. The comments made reveal that teachers have a good understanding of individual pupils. Good newsletters are regularly sent home. They keep parents up to date on activities happening in school and advise them of dates for their diaries. They invite parents to open assemblies and advise them of progress on the fund-raising for the new buildings. More information could be provided about what is to be taught, so that parents could help their children at home.

21. A high proportion of parents feel that the school offers too few activities outside lessons. The inspection team finds that the number and range of activities are reasonable, taking the school year as a whole and bearing in mind the small number of staff and the limitations imposed by the accommodation. There are no out of school activities offered by parents.

## **WHAT COULD BE IMPROVED**

**The accommodation is poor. It makes teaching and learning more difficult, for example in information and communication technology and physical education, and it poses a number of health and safety risks.**

22. At the time of the last inspection serious shortcomings were reported concerning the accommodation, which offered very little storage space, no secure place to house cleaning materials and insufficient space for indoor physical education lessons. Although there has been some improvement to the fabric of the building since then, such as the replacement of leaking window frames, the accommodation continues to make teaching and learning difficult. It also creates a number of significant health, safety and welfare problems. The school is very well aware of these problems and the governing body has been very active in drawing up plans for a major new building development. A very large sum of money has been raised by the school to contribute towards this development.
23. The youngest children are taught in a very small classroom that is inadequate to their learning needs. In particular, the practical and creative activities that are such an important part of learning for young children are not possible in so limited a space. Although the staff make very good use of the adjoining hall for some lessons, this too is an unsatisfactory area for teaching and learning, with far too much furniture and equipment stored around the walls, some of it at a high level, restricting space and creating a hazardous environment in which to work. The use of the hall also means that staff have to spend a lot of their time setting up and clearing away equipment. There is no safe outdoor play area for the children in reception, so that the provision for their physical development is unsatisfactory.
24. The limitations of the accommodation also restrict the teaching of the full National Curriculum to the older pupils. There are 36 pupils in Years 4, 5 and 6 and there are usually two teachers present with them. The classroom in which they are taught is far too small for such large numbers of older pupils. Pupils and teachers have difficulty moving around the room; for example, to get books. The use of computers is seriously restricted in such cramped conditions, where there is insufficient space to work comfortably. If two pupils are working at a computer together, only one has room to sit down and there is no space for an adult to work alongside pupils. There is no suitable space for the pupils in Years 2, 3, 4, 5 and 6 to take part in indoor physical education as a whole class. Even when pupils are split into year groups, in Years 4, 5 and 6, the hall is not big enough for the teaching and learning of gymnastics skill and the storage of furniture there presents a safety hazard to pupils as they work. The uneven surface on the playground presents a hazard to pupils' safety at playtimes and in outdoor physical education lessons.

25. The corridor space in the main building is very overcrowded at the start and end of school and at break-times. Coat hooks at eye level and bags stored on the floor pose a threat to pupils' safety as they jostle to hang up their coats or collect their belongings at the end of the day. Toilet facilities are totally inadequate. There is only one staff toilet, in which hazardous cleaning materials and chemicals are openly stored, and there are no suitable toilet facilities for the oldest girls.

**The school does too little to promote pupils' awareness and appreciation of the cultural and ethnic diversity of British society as a whole.**

26. The school serves an area of little cultural and ethnic diversity. It, therefore, has a particular responsibility to promote pupils' understanding and appreciation of the multicultural and multiethnic nature of society outside East Haddon. Although it was noted at the last inspection that the school did not provide a broad enough view of the diversity of non-European cultures, this weakness remains, five years later. Pupils do have some opportunities to listen to music from a range of different cultures and there are some opportunities to discuss other cultures in lessons; for example, in religious education and literacy lessons. However, discussion with the headteacher, pupils and parents shows that the school does less about this than most primary schools. As a result, pupils know too little about the richness and diversity of the many cultural and ethnic traditions represented in British society. Year 6 pupils spoken to during the inspection showed a very hazy understanding of cultural and ethnic diversity. They were, for example, unable to talk about refugees and asylum seekers in our society. They could not think of any foods that come from other cultures. Their knowledge and understanding of faiths other than Christianity are very limited and they demonstrated considerable confusion about some of the customs and traditions of other faiths. They felt that they had learned little about cultural and ethnic diversity in school, although some had supplemented their knowledge and understanding through watching television and reading newspapers at home.

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

27. In order to improve the quality of education provided, the governing body, headteacher and staff should now:
- (1) Press ahead with the good plans that have been drawn up for major improvements to the accommodation (Paragraphs 22, 23, 24, 25);
  - (2) Provide more opportunities for pupils to understand and appreciate the cultural and ethnic diversity of British society (Paragraph 26).



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	9
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	4	4	0	1	0	0
Percentage	0	44	44	0	11	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – 6Y
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	80
Number of full-time pupils known to be eligible for free school meals	N/a	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	16

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	0
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	4.0

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*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
	2001	4	9	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	13	13	11
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	85 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	9	13
Percentage of pupils at NC level 2 or above	School	92 (100)	69 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

*Percentages in brackets refer to the year before the latest reporting year. The numbers of boys and girls at NC level 2 and above have been omitted because there are fewer than 11 in each group.*

### ***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	71
Any other minority ethnic group	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	19
Average class size	27

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

Total number of education support staff	2
Total aggregate hours worked per week	43

### ***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	2001/02
	£
Total income	206,350
Total expenditure	189,680
Expenditure per pupil	2,432
Balance brought forward from previous year	0
Balance carried forward to next year	16,670

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	0.8
Number of teachers appointed to the school during the last two years	0.6
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.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	80
Number of questionnaires returned	48

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	27	4	0	2
My child is making good progress in school.	67	29	2	0	2
Behaviour in the school is good.	63	38	0	0	0
My child gets the right amount of work to do at home.	44	48	8	0	0
The teaching is good.	77	21	0	0	2
I am kept well informed about how my child is getting on.	42	38	19	0	2
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	81	15	0	0	4
The school works closely with parents.	38	48	13	0	2
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	73	21	0	0	6
The school provides an interesting range of activities outside lessons.	13	27	40	10	10