

# INSPECTION REPORT

## **HARESFIELD C of E PRIMARY SCHOOL**

Stonehouse

LEA area: Gloucestershire

Unique reference number: 115626

Headteacher: Mrs Christine Davies

Reporting inspector: Mr Peter Mathias  
21945

Dates of inspection: 21st - 22nd January 2002

Inspection number:197407

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 & Junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Haresfield Village Stonehouse Gloucestershire
Postcode:	GL10 3EF
Telephone number:	01452 720303
Fax number:	01452 720303
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Maureen Parris
Date of previous inspection:	15th - 17th September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

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

### **INFORMATION ABOUT THE SCHOOL**

No of full time pupils:	100	(smaller than average)
Pupils with English as an additional language:	0	(low)
Pupils entitled to free school meals:	1	(very low)
Pupils on the register of special educational needs:	16	(below the national average)
Pupils with statements of special educational needs:	3	(above average)
Average class size:	25.5	

The school serves the village of Haresfield, most pupils come from outside the area mainly from Quedgeley and Hardwick. Children enter the school on a part-time basis at the beginning of the year in which they will be five. They soon become full-time pupils. They enter the school with average levels of basic skills. Two pupils receive additional support as the children of traveller families.

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

Haresfield is an effective school with good leadership and management. It achieves high standards and provides well for all its pupils. It is an effective school. Standards attained in the national tests for seven and eleven year olds have been consistently very high since 1999. The quality of teaching is generally good and the school provides good value for money.

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

- Standards by the age of eleven are high and pupils make good progress. There is a strong commitment from the headteacher and staff to have high expectations of their pupils and to help pupils achieve them.
- The curriculum is wide and interesting, the school is particularly successful in ensuring that all pupils have equally good access to it.
- The quality of teaching is consistently good in Years 1 and 2.
- The headteacher and governors provide the school with good leadership; a particularly strong feature is the involvement of the governing body in evaluating the work of the school.

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

- Inadequate provision for reception children.
- The use of information and communication technology (ICT) to predict quickly and easily the likely standards pupils should achieve.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The last inspection in September 1997 found that Haresfield was a school with some strengths but also with some areas for improvement. Standards achieved by pupils were good, and the climate for learning was good. However, both the quality of education provided by the school and the management and efficiency of the school required some improvements.

Since then the school has improved its standards in the national tests so that they are consistently very high at the end of Year 2 and Year 6. Pupils in Year 6 make good progress on what they attained in the Year 2 assessments. The school has worked hard and effectively to improve teachers, subject knowledge and the resources necessary to teach ICT effectively. Standards in this subject are now above those expected of seven and eleven year olds.

The standard of teaching in Years 1 and 2 is now a strength of the school. The headteacher and teachers have developed informal systems to review pupils' learning and to set targets for pupils to achieve, building upon what they already know and can do. These are successful because the teachers know their pupils well. However, the school has recognised the need to use ICT more to help interpret this information. It is in the early stages of implementing a system to do this. The school is well placed to improve further.

## STANDARDS

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

Performance in:	compared with					similar schools
	All schools					
	1998	1999	2000	2001 Prior attainment		2001
English	B	A*	A	A*	A	A
Mathematics	A	A*	A	A*	A	A
Science	A	A	A	A	E	B
All	A	A	A	A*	A	A

**Key**

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

This is a very strong set of results when compared to schools nationally and shows that the school is achieving well above average results when compared to similar schools. Evidence from the inspection confirms that standards are above average for eleven year olds.

Since 1997 the results in the national tests achieved by pupils at the age of eleven have been consistently well above average when compared to those schools nationally. In 1999 in English and mathematics they rose steeply and are still very high. In science, results were above average in 1997 and have generally risen at the same rate, although above other schools. In the most recent tests in English, mathematics and science, a well above average percentage of pupils reached the expected level (Level 4) and a well above average percentage also reached higher levels.

Overall trends between 1999 and 2001 show that despite a dip in standards in 1998 in mathematics and science, standards attained by eleven year olds have been high in English, mathematics and science and have improved in line with the national trend of improvement over recent years.

Results in the national tests for seven year olds are consistently very high in reading, writing and mathematics. In the most recent tests these pupils achieved very high standards when compared to schools nationally and well above average standards when compared to schools considered to be broadly similar.

Pupils enter the reception class with average levels of basic skills. They make very good progress between the ages of seven and eleven in English, mathematics and science; and pupils with special educational needs also make very good progress.

Pupils achieve well. The school has set realistic targets to maintain the high standards it is achieving and plans to improve them further so that all pupils reach the standards expected (to reach Level 4), at the age of eleven.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils work well together and live up to the high expectations set for them.
Behaviour, in and out of classrooms	Generally satisfactory although there are some older pupils who do not always meet the teacher's high standards.
Personal development and relationships	Good. Pupils have good opportunities to take on responsibility and develop an understanding of living in a community.
Attendance	Very good. There are thorough procedures.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Overall the teaching in the school is good. In nearly three out of four lessons seen the teaching is good. In one out of four lessons the teaching is satisfactory. Teaching in the reception class is satisfactory and the teacher in this class has a thorough understanding of how to plan appropriately for these children. However the classroom is not easily adapted to meet all the need of these children and the teacher's intentions are not always put into practice because of this.

Within Key Stage 1 all the teaching is good. Within Key Stage 2, four out of seven lessons are good. In the best lessons, the lesson is well planned and the teacher has a good understanding of the subject so that, for example, the sounds that letters make are taught carefully and effectively and pupils are successfully encouraged to concentrate hard for longer periods. Teachers have a good understanding of how to plan and teach the national literacy and numeracy strategies. The pace of the lesson is maintained well by careful questioning and by prompting pupils to think for themselves, for example when looking at how paragraphs are linked together. Lessons move forward smoothly because the teacher has prepared thoroughly all the necessary resources so that pupils are able to work efficiently. The teacher carefully judges the difficulty of the work so that it is well matched to pupils' different abilities. Help for pupils with special educational needs is very well organised making them feel an important and valued part of the class and play a full role in their lessons. Work is explained carefully so giving pupils a clear idea of what is expected. They are shown how to complete the work accurately. Pupils are well challenged to give of their best and on the whole they work hard to please their teachers.

Where the teaching is less successful and has some weaknesses, lessons begin purposefully but the pace of learning is allowed to slow so that pupils do not build on their initial successes. Sometimes the teacher tries hard to encourage and interest some pupils using the school's behaviour policy to do this. However, this strategy does not always work and the teacher accepts behaviour which is inappropriate. As a result some lessons do not progress as successfully as they could with a small number of less well motivated and disruptive pupils make the learning of other pupils difficult. Generally, however, pupils work hard, have very good attitudes to each other and respond to adults sensibly and maturely.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good and a strength of the school. All subjects of the National Curriculum are addressed thoroughly. There is a strong commitment from staff to teaching a wide and interesting curriculum. Provision for out-of-school activities is very good.
Provision for pupils with special educational needs	Good. Support is well matched to their needs and all pupils have good opportunities to take part in the life of the school. These pupils are fully involved in their lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are good opportunities for pupils to take on responsibilities and to help each other. A particular strength is the emphasis the school gives to providing a very good range of cultural activities.
How well the school cares for its pupils	Arrangements for monitoring pupils' progress are effective although this process is not as efficient as it could be because the school does not utilise ICT to analyse individual pupils' progress. Pupils receive good individual support and they are well known to the staff

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher who has successfully promoted a strong commitment amongst all staff to provide a rich and interesting curriculum for pupils and to ensure that all pupils achieve well. Teachers work together closely and share their expertise effectively. Their expectations of pupils are high.
How well the governors fulfil their responsibilities	This is a strength of the school. The governing body is very well informed because they are regularly involved in the life of the school. They act as a critical friend very effectively because the headteacher and the governors have established a constructive dialogue about the long-term needs of the school and its progress.
The school's evaluation of its performance	Procedures for monitoring pupils' progress are detailed and carried out regularly. They provide teachers with an accurate picture of how pupils achieve what should be expected of them. This process is laborious and does not make best use of electronic systems available to the school.
The strategic use of resources	There is a wide range of good quality resources which are generally used well. However the site is confined and there is limited accommodation particularly for children in the reception class. This restricts the quality of their learning opportunities.

## 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>• Children like school</li> <li>• The progress their children make.</li> <li>• The good behaviour.</li> <li>• The amount of homework set.</li> <li>• The quality of teaching.</li> <li>• The help they receive when they have concerns.</li> <li>• The high expectations teachers have from their children</li> <li>• The leadership and management of the school.</li> <li>• The way the school helps their child to be mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The information they receive about their children's progress.</li> <li>• The links with parents.</li> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees with the parents' general positive views of the school. Parents rightly believe that the school is well led and managed and the expectations of their children are high. The quality of teaching particularly in Years 1 and 2 is high. The school provides an appropriate amount of information to parents, appreciated by many parents. The school makes a special point of providing a wide and interesting curriculum and in organising a very good range of out-of-school activities, particularly bearing in mind the small number of staff to arrange and supervise these activities.

## **PART B: COMMENTARY**

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

#### **Standards by the age of eleven are high and pupils make good progress.**

1. Children enter the reception class with average levels of basic skills. Standards in English and mathematics are above average at the end of both key stages. At the time of the last inspection they were average. In the most recent national assessments for seven year olds, standards were very high when compared to schools nationally and well above average when compared to schools which are considered broadly similar. This represents a slight improvement from the well above average results in 2000 and in 1999. In 1998 standards were above average. The school's trend of improvement for seven year olds is above the national picture.
2. From the high standards at the age of seven, pupils achieve well in the subsequent national tests four years later. For example in 2001 standards were very high when compared to schools nationally in English and mathematics. These figures also showed that pupils had achieved very well not only when compared to pupils from schools considered broadly similar but also from the levels they were at the end of Year 2. The school's trend of improvement at the end of Key Stage 2 is impressive. Since 1998, results have climbed above the national trend in both English and mathematics. These high standards are also reflected in the day-to-day work of pupils in Year 6 where currently many pupils are attaining standards in English and mathematics which would suggest that they should attain high results at the end of the year; for example, their study of personification in an English lesson and the speed and accuracy they show in mental arithmetic.
3. These results are the product of consistently effective teaching which is well focused upon what pupils need to do to improve and the good support teachers give to individual pupils to achieve these objectives. The standard is set by the headteacher, who works hard with teachers to establish a positive atmosphere so that all teachers have high expectations of what their pupils are capable of achieving. They carefully look at the information available to them from their own and other reliable assessments and identify common areas of strengths and weakness so that effective additional help can be given. As part of this process, pupils are given personal and class targets to aim for and are warmly congratulated when they reach them. Teachers know and support their pupils well.

#### **The curriculum is wide and interesting and the school ensures that all pupils have good access to it.**

4. The school works very hard to provide an interesting and stimulating curriculum which meets the requirements of the National Curriculum in full. There are many additional opportunities both within school time and beyond it for pupils within Years 1 to 6 to benefit from many good quality learning opportunities in a good range of subjects. At the time of the last inspection the provision for ICT was a key issue. Teachers' knowledge of the subject was unsatisfactory as was the level of resources. Since then, considerable improvement has been made. Pupils have benefited significantly from the additional training given to teachers and the purchase of an appropriate range of hardware and software. The standards are now high and pupils use ICT confidently and accurately in other subjects.
5. The school has successfully reviewed its scheme of work to match new changes. The curriculum is carefully planned to emphasise links between different subjects and

to highlight particular subjects, for example, through an arts week and mathematics week. Visitors to school and visits to places of interest are also a strong feature of the curriculum. This helps bring pupils learning to life; for example by participating in a pilgrimage to Gloucester Cathedral and by the school's successful participation in the Cheltenham Festival of Literature. There are many visits to local industries, environmental centres and places of interest which all help to make the curriculum wide and interesting for pupils. All pupils have good access to these opportunities.

6. As part of this small school's "can do" mentality there are successful arrangements to overcome the limitations for physical education caused by the lack of facilities for indoor games and gymnastics. To achieve this the school regularly transports older pupils to a leisure centre to experience the full range of the physical education curriculum. There is also a wide range of out-of-school clubs throughout the year to enrich the curriculum and stimulate interest further. These include netball, football, rounders, nature club, mathematics club, art club, first aid, country dancing, choir, computer and music clubs. These are well supported by teachers and parents. Many pupils also have good opportunities to learn to play a musical instrument. Overall as a result of this commitment the school is a lively and vibrant place where learning is fun.

**The quality of teaching is consistently good in Year 1 and Year 2.**

7. Teachers plan their work carefully and have a high expectation of what their pupils can achieve. They have good subject knowledge, for example when explaining the main features of a Jewish synagogue and comparing them with features of their own village church or when explaining how to calculate quickly and accurately. They work closely with their assistants and other staff so that all pupils including those with special educational needs are well supported and encouraged. They have a good understanding of how to teach the skills of literacy and numeracy. In the process, they move their lessons forward well and maintain the pace of learning effectively by the dramatic way in which questions are asked. Teaching is carefully organised to provide appropriate work for the different ages and abilities within the class so that they are all well challenged. Pupils are positively encouraged to work together constructively sharing their equipment with each other willingly. Teachers praise and encourage their pupils warmly and as a result the pupils respond confidently and wish to succeed to please their teachers in return. Consequently progress is good and many pupils achieve high standards.

**The headteacher and governors provide the school with good leadership, a particularly strong feature of which is the involvement of the governing body in evaluating the work of the school.**

8. At the time of the last inspection the leadership and management of the school required some improvement. Since then the picture is much brighter. The headteacher works closely with staff and governors to provide the school with a clear sense of direction. Relationships are constructive and the school has a very positive atmosphere. There are very well-established procedures for governors to be well informed about the work of the school. The chair of governors provides a very strong lead in this and sets the tone for the way in which other governors visit and contribute to the school's success. Governors are sure about what needs to be done to improve the school further and to build upon their previous decisions. They have a good understanding of the strengths and shortcomings of the school and the challenges it faces because many governors visit the school on a planned basis; for example to look at the success of new initiatives such as the introduction of new hardware and

software to improve ICT. They are clear about their responsibilities as critical friends of the school and are actively involved in planning, monitoring and evaluating the outcomes of their spending decisions. Governors use their knowledge of the work of the school to ensure that their decisions are clearly linked to educational priorities and to improving standards further. They have a good understanding of the impact of their spending decisions on these.

## **WHAT COULD BE IMPROVED**

### **Inadequate provision for reception children.**

9. Children enter the reception class in the year in which they will be 5. They generally begin school with about average levels of basic skills. The school plans carefully to provide an appropriate curriculum for these children. However, it is difficult to implement all elements of this curriculum while the building has a negative impact on teaching and learning and the progress these children are able to make.
10. The room is part of the original school building and is limited in shape and space to enable the teacher to develop opportunities for pupils to achieve all the areas of learning considered desirable for children of this age. For example, while there are areas for dressing up and for children to play with constructional toys, these opportunities are limited because the room is too small. There is not much room for children to experiment with wet and dry materials or to have easy access to large outdoor equipment so that they can use these toys and large wheeled vehicles regularly and informally. The room is not conducive to displays of children's work and to encouraging children's creative, physical or social development.

### **The use of ICT to predict quickly and easily the likely standards pupils should achieve.**

11. The headteacher and teachers know their pupils well and look closely at pupils' work to make judgement about the progress they are making and the standards they are likely to achieve. The school uses a variety of means to do this. For example, assessments are made termly in most subjects and the progress of individual pupils is carefully followed up, for example to see whether they need additional help in learning to read and write. The school also uses the information it has, to judge standards being achieved through a range of national assessment materials.
12. Teachers are well informed because they take considerable care to analyse this information for themselves and to look for indications to show what they need to do to help individual pupils to do well. From this process they set targets for their classes and for individuals to work hard to achieve. This is successful but takes a considerable amount of time to complete and to make the best use of the information available.
13. Recently the school has recognised the need to use ICT to interpret this information quickly and accurately. It is in the early stages of putting a system in place to enable teachers to track individual pupils' progress and to predict likely standards pupils should achieve. The system is also intended to analyse overall strengths and weaknesses in teaching and learning. This system has yet to have any impact on the standards being achieved.

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

14. The headteacher, staff and governors should:-
- (1) Review the adequacy of accommodation in the reception class and the organisation of that room to provide appropriately for children of this age so that they have good access to all areas of learning. (Paragraphs 9, 10).
  - (2) Use the capability of information and communication technology which the school has recognised as a priority, to predict quickly and easily the likely standards pupils should achieve. (Paragraph13).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	8	3	0	0	0
Percentage	0	0	57	43	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.

### 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)	N/a	100
Number of full-time pupils known to be eligible for free school meals	N/a	1

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	3
Number of pupils on the school's special educational needs register	N/a	20

#### 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	7
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.0

#### Unauthorised absence

	%
School data	0.2

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	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (94)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (94)	100 (94)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	5	4	5
	Total	12	10	12
Percentage of pupils at NC level 4 or above	School	100 (92)	83 (92)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	5	5	5
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	92 (77)	92 (85)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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	95
Any other minority ethnic group	3

*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)	5
Number of pupils per qualified teacher	20.4
Average class size	25.5

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

Total number of education support staff	6
Total aggregate hours worked per week	101

### ***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	1	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	227,513
Total expenditure	221,962
Expenditure per pupil	2,198
Balance brought forward from previous year	11,544
Balance carried forward to next year	17,095

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

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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	102
Number of questionnaires returned	56

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	23	7	5	0
My child is making good progress in school.	48	46	4	0	2
Behaviour in the school is good.	38	54	5	0	4
My child gets the right amount of work to do at home.	29	59	9	4	0
The teaching is good.	55	38	5	2	0
I am kept well informed about how my child is getting on.	29	41	25	4	0
I would feel comfortable about approaching the school with questions or a problem.	55	34	4	5	2
The school expects my child to work hard and achieve his or her best.	55	43	0	2	0
The school works closely with parents.	34	45	13	9	0
The school is well led and managed.	54	41	4	0	2
The school is helping my child become mature and responsible.	48	43	4	5	0
The school provides an interesting range of activities outside lessons.	30	46	16	5	2