

INSPECTION REPORT

EILEEN WADE LOWER SCHOOL

Upper Dean, Huntingdon

LEA area: Bedfordshire

Unique reference number: 109443

Headteacher: Mrs Pat Radcliffe

Reporting inspector: Mrs Sue Chesters
23196

Dates of inspection: 11th – 12th February 2002

Inspection number: 198708

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Lower school

School category: Community

Age range of pupils: 4 – 9

Gender of pupils: Mixed

School address: High Street
Upper Dean
Huntingdon
Cambridgeshire
Postcode: PE28 0ND

Telephone number: 01234 708260

Appropriate authority: The governing body

Name of chair of governors: Mr Godfrey York

Date of previous inspection: 17th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Eileen Wade Lower School is in the village of Upper Dean, approximately seven miles north of Bedford. It is smaller than most primary schools, having 47 pupils (29 boys and 18 girls); compared with the average size nationally of 243 pupils. The school is about the same size as at the time of the last inspection. Children start in the reception class in the September of the academic year in which they are five. They have a wide range of abilities when they start school, but most have levels of attainment above those expected for the age group. The majority of pupils are of white ethnic origin. There are no pupils for whom English is an additional language. There are no pupils receiving free school meals; this is below average. There are seven pupils (15 per cent) on the register for special educational needs, which is average. Their difficulties range from mild learning difficulties to autism and emotional and behavioural needs. There are two pupils with statements of educational needs (4 per cent), which is above average. Most pupils stay at the school for the whole of their education, from reception to Year 4.

HOW GOOD THE SCHOOL IS

This is a very effective school, of which the parents, governors and the community are very proud. It achieves above average standards in all subjects. It is a warm and welcoming community, in which pupils learn happily and achieve very well. The quality of teaching is very good and this means that pupils learn very well. It is outstandingly well led and managed by a most dedicated headteacher. The very good governing body and all of the enthusiastic and dedicated staff give her extremely able support. All constantly strive to give the best quality of education possible. The school gives very good value for money.

What the school does well

- The school maintains high standards in all subjects.
- It has excellent leadership and management.
- It has consistently very high quality teaching, which results in pupils learning very well.
- The curriculum is excellent.

What could be improved

- The fine-tuning of the way in which the school monitors its work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its previous inspection in 1997. It has addressed very successfully the key issues raised at that time. The information and communication technology provision has significantly improved. There is now a good level of hardware and software, which is used very well. Consequently, standards have improved and are now above average. The Foundation Stage has been fully implemented and fully resourced. This includes the provision of a very good outdoor learning environment and secure area for the children under five. Standards in writing and the way in which the pupils present their work have improved throughout the school. All statutory requirements are now met. In addition, the National Literacy and Numeracy Strategies have been very successfully introduced. The accommodation has been improved by the addition of a very pleasant library area. The systems for monitoring and evaluating the school's work have improved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	A*	A	B
Writing	A	A	A	B
Mathematics	A*	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Caution is needed in interpreting the results of the National Curriculum assessments because the numbers of pupils in each year group is small.

Similar schools are those having up to and including 8 per cent of their pupils receiving free school meals.

The table shows the results for pupils who were in Year 2 in 2001. Results were well above the national average in reading and writing and above average when compared with similar schools. In mathematics, results were well above the national average and also those of similar schools. Inspection evidence shows that standards in the current Year 2 are well above average in reading, writing and mathematics. They are also well above average in science. Year 4 pupils also achieve very high standards in English, mathematics and science. Standards for all year groups, in all other subjects, are above the National Curriculum levels expected for each age group. Standards in religious education, throughout the school, exceed the expectations of the locally agreed syllabus. By the end of the Foundation Stage, the vast majority of children are on course to exceed the goals set for each of the areas of learning. There is no significant difference in the standards achieved by boys and girls. Across the school the pupils with mild learning difficulties and other special educational needs make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. All pupils enjoy school and show enthusiasm and high levels of interest in their work.
Behaviour, in and out of classrooms	Very good. The pupils are very polite, very trustworthy and behave very well both in lessons and around the school. They have a strong sense of self-discipline.
Personal development and relationships	Excellent. The pupils make excellent relationships with adults and other children. They take responsibility for their own actions and do so outstandingly well.
Attendance	Good. The pupils love coming to school and arrive promptly.

Pupils take great interest in school. They work and play hard and are happy. They understand very well the effect of their actions on others and show very great respect for other peoples' feelings, values and beliefs. The older pupils are mature and show extremely good initiative.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very good	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.

The pupils learn happily at this school. One of the reasons for this is because the quality of teaching is consistently very good. The consequences of this very good teaching are seen in the very good learning and achievements of all pupils. Teaching, in both literacy and numeracy, is very good. Teaching in science is particularly successful, because it is based on practical investigation and exploration. This results in the pupils' high achievement. Teachers succeed in making lessons exciting, by challenging all groups of pupils and encouraging them to work independently. The staff form a very strong team and work together exceptionally well. This results in a purposeful, but relaxed, atmosphere in school, in which pupils thrive very well and learn very successfully. Teachers plan lessons very effectively and organise a very good level of practical activities, upon which basis pupils experiment and develop their own ideas imaginatively. Teachers place great emphasis on developing the pupils' sense of self-worth and endeavour. This gives them a love of learning. The result is confident, self-disciplined pupils, who are keen to learn and do so rapidly. Teachers make particularly good use of resources to promote rapid learning. They involve the very good quality learning support staff most effectively. The efforts of these learning support assistants keep the pupils interested in their work and, consequently, they learn very well. Teachers do not over-direct the pupils, but have the confidence to allow pupils to explore their own ideas. They intervene at timely moments, to move individual pupils forward to the next stage of their learning. The very good teaching that the pupils receive is a major strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is excellent. It is relevant and matches, very well, the needs of all pupils. Its strength is in the practical nature of the opportunities given in all subjects. The school uses the local environment and visits further afield extremely well to promote very good learning.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. They are very well supported and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral, social and cultural provision is very good. Pupils know right from wrong and care about each other. The school successfully encourages the pupils to become independent learners and they develop an enthusiasm for learning. All pupils are included at all times and their contributions are highly valued.
How well the school cares for its pupils	The school knows and understands its pupils very well. All staff care for their pupils in a very sensitive and supportive way.

The school arranges a number of very good-quality educational visits for all of its pupils and regularly invites visitors into the school to work with the pupils. It has very good links with the community and excellent links with other schools.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She is very well supported by the dedicated and hard working staff. All are committed to raising standards even higher.
How well the governors fulfil their responsibilities	Very well. The governing body fulfils all of its statutory obligations very efficiently. It is knowledgeable, supportive and acts very effectively as a critical friend of the school.
The school's evaluation of its performance	The procedures for monitoring and evaluating the quality of teaching are very good. There are very good, although informal, strategies in place to enable the school to monitor and review its work and take effective action when needed.
The strategic use of resources	The school development plan provides a clear perspective on educational priorities. It applies the principles of best value very efficiently.

The school has admirable aims and values, which direct its work. It very effectively evaluates its performance and takes decisive action to ensure that teaching and learning are consistently very good. There is an appropriate number of well-qualified staff to meet the demands of the curriculum. Learning resources are good. Accommodation is cramped but used very well. It is bright, pleasant and provides a stimulating learning environment. However, space for pupils to work in independent groups is at a premium.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and they make good progress. • Their children behave well and are expected to work hard and achieve their best. • They feel that teaching is good. • The headteacher leads the school very well and they feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • Some parents do not feel the school provides an interesting range of activities outside lessons. • A few parents do not feel their child gets the right amount of homework.

Thirteen parents attended the meeting with the registered inspector and 39 questionnaires (83 per cent) were returned. The inspectors agree wholeheartedly with the positive views, expressed by parents at the pre-inspection meeting, through the returned questionnaires and in discussion during the inspection. Inspection evidence indicates that homework is used satisfactorily to support pupils' work in school. For the size of school and the age of the pupils, the range of activities provided outside of lessons is entirely appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school maintains high standards in all subjects

1. Over the past four years the school has maintained well above average standards in reading, writing, mathematics and science in the national tests and tasks for seven-year-olds. The standards in these subjects, for the current Year 2 and Year 4, are very high. Because the pupils use the skills learned in these subjects very well across all subjects of the curriculum, standards in all other subjects are also high. Pupils achieve very well. Throughout the school, in every subject, pupils achieve at levels above the expectations of the National Curriculum. Pupils with mild learning difficulties and those with more complicated needs, such as autism or physical disabilities, are supported very well and thus they make very good progress. The reasons why pupils succeed so well are outlined in the following paragraphs.

It has excellent leadership and management

2. The professional leadership of the school by the headteacher is excellent. She has a most clear vision for the school. She believes passionately in giving pupils practical experiences in all subjects. This brings subjects alive and enables the pupils to become actively involved in their learning. She holds the philosophy that pupils will achieve high standards, because they want to and because they enjoy learning. She is instrumental in creating the purposeful but relaxed atmosphere, which pervades all of the work of the school. A very knowledgeable and committed governing body supports her very successfully, as do her colleagues. All share the same vision for the future of the school. They work together as a seamless team striving to provide the best possible quality of education for the pupils in the school.
3. The headteacher is an excellent practitioner and has a heavy teaching commitment. This makes the quality of her leadership even more impressive. In her 'non-teaching' time, the headteacher works most efficiently to ensure that the school is managed and run for the benefit of the pupils. She has a very clear understanding of the strengths of the school and constantly works to develop and improve all aspects of the school even more.
4. The dedicated and very hard working staff ably support the headteacher. Together, they make an excellent team, who work closely together and have the well-being and interest of all of the pupils at heart. They have worked hard, since the last inspection, to establish an excellent curriculum, which they monitor and evaluate constantly. They have done this by working together on their planning and sharing their expertise. They welcome improvements and are very positive in their approach to change. As a result, they take on new challenges enthusiastically; for example, recognising the challenge of the increase in the number of pupils on roll with special educational needs. As a staff, they have analysed how the able pupils, as well as those with particular learning, behavioural or physical difficulties learn. As a consequence, they provide the best opportunities for all pupils to thrive and succeed. Every pupil is special to all of the staff and they work hard to ensure that each pupil learns to the best standard he or she can, happily and confidently. This is a truly inclusive school.
5. The governors meet regularly as a group. They fulfil their statutory duties extremely well, for example, through sub-committees for finance, curriculum and premises. Good use is made of the skills of individual governors on these sub-committees. The governing body is fully involved in setting and agreeing the school's budget. Governors are also fully involved in developing the school improvement plan. They support the headteacher and staff, very effectively though informally, in monitoring and evaluating all aspects of the

school's work. They have the success of the school uppermost in their minds and work towards achieving even higher standards.

It has consistently very high quality teaching, which results in pupils learning very well

6. Teaching and learning are very good. Teaching is consistently very good in all year groups, and is frequently excellent. Teachers enjoy teaching and inspire their pupils, who consequently enjoy learning. During the inspection, all of the teaching observed was very good. A result of this exceptionally high quality teaching is that the pupils learn very well and achieve very good standards.
7. Teachers succeed in making lessons interesting and fun. They challenge pupils, most successfully, at a level appropriate to each individual's needs. Thus, all groups of pupils (from the very able to those who have specific learning difficulties, behaviour problems, multi-sensory or physical disabilities) achieve very well in relation to the targets set for them. Classroom assistants give strong support to teachers and this, together with the consistent approach adopted by staff, leads to the pupils making very good progress. In the reception, Years 1 and 2 class, the teacher's very good preparation, organisation and use of the learning support assistants enable her to very effectively match work to the abilities of each of the groups in the class. Thus, the children in the Foundation Stage¹ concentrate on tasks linked to the areas of learning² for their age group. In Year 1 and Year 2, they follow, very successfully, National Curriculum programmes of study at appropriate levels. The quality of the teamwork is so good that all pupils benefit and achieve very well. Hence, the very good quality teaching directly influences the learning and results in the high standards in all subjects.
8. Teachers plan lessons very carefully. They precisely target what each pupil is to learn in each lesson. This means that pupils have a very clear understanding of what they are to do. For example, in a Years 2, 3 and 4 history lesson, the clear and precise instructions that the teacher gave to the pupils meant that they knew exactly what they were to do, and why. The pupils tackled enthusiastically the task of identifying to which particular worker the available World War II artefacts might have belonged.
9. Teachers expect pupils to behave well, work at a good pace and be independent. The pupils respond well to this encouragement and quickly learn to think for themselves. In a Years 3 and 4 lesson, the teacher's enthusiastic approach and her expectation that all the pupils would join in and enjoy themselves, meant that they did just that. She also expected them to achieve well and produce an acceptable quantity of good quality work. In their enthusiasm, the whole class did that too. They had fun writing poems about 'Gold', using a very good range of adjectives. In between drafting and producing a final copy, pupils took turns to use computers and send their pen-pals in Australia an e-mail describing their life at home and at school. All pupils worked independently and purposefully, and with impressively mature attitudes. This allowed the teacher to become the facilitator and consultant. She intervened, as appropriate, advising and guiding learning; moving individual pupils' knowledge and understanding forward at a rapid pace.
10. Teachers plan interesting lessons, with challenging activities that are well matched to the needs of individual pupils. They do not over-direct pupils, but allow them to make decisions and choices for themselves. Because of this and the way that it is presented and because of its highly practical nature, the work catches the imaginations of all pupils very successfully. The pupils are very well motivated and work to a high standard. They

¹ Foundation Stage: the new curriculum for children under six, which started in September 2000.

² The QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in the Foundation Stage. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

say that they enjoy their lessons and want to learn more, because they have fun. The only drawback is that teachers do not have enough room in which to allow pupils to work as independently as they would wish. The accommodation, whilst pleasant and used to very good effect, does not have the space to allow the freedom of choice for more than two or three groups of pupils to operate independently, at any one time.

The curriculum is excellent

11. The school provides excellent learning opportunities in all subjects. The curriculum is relevant to all pupils and also provides excellently for personal development. The subjects of English, mathematics and science are given a good proportion of school time, but not at the expense of other subjects. The National Literacy and Numeracy Strategies have been used most effectively. They give clear guidance to teachers and support the very good teaching in English and mathematics. Extremely good links are made between subjects to enable pupils to use the skills that they learn in one subject to further their knowledge of another. All subjects of the National Curriculum and religious education are taught regularly, to a very good standard.
12. What makes this school's curriculum exceptional is the range and quality of practical opportunities offered to pupils, in all subjects. The school plans activities that give pupils 'hands on' experiences. For example, history lessons are brought alive because pupils handle real objects from the period that they are studying. They make visits to places of interest and get involved in role-play sessions. This way, they can experience, for instance, what it was like to work 'downstairs' in a big house in Victorian times. Through a well-choreographed session, they learn what it would have been like on a battlefield, during the Viking invasion of Britain. This brings the subject alive and enables pupils to see the point of their learning.
13. Teachers plan real life situations to make learning make sense. For example, they teach pupils how to use e-mail. Then they take it a step further and introduce them to a pen-pal in an Australian school. Pupils then use the skills they have learned and the technology with a real purpose. This also leads neatly into geography because, in writing to Australia, the pupils want to learn more about their friends' country. Once again they are learning for a reason. Teachers also make sure that, in their planning, the pupils' learning is put into a known context. For example, in science, when studying the properties of materials to find out which are the best insulators, pupils are asked why the school meals arrive in the type of container that they do. This use, of what the pupils know to further their understanding and move the learning forward, is indicative of the way in which teachers plan the curriculum so that it makes sense for the pupils.
14. The school offers a well-rounded education. High focus is put on sport and the arts. Music is a strength of the school. Pupils are actively encouraged to learn to play an instrument. For example, all Year 2 pupils learn to read music and to play the recorder. Because the staff are knowledgeable and enthusiastic, this influences the pupils and encourages them to take their music further. Many pupils go on to learn another instrument. The school then encourages them to share their endeavours with everyone, by inviting them to play in assemblies and concerts. Similarly in physical education, the school uses every resource available to it very well. For example, the swimming pool is used regularly both in curriculum time and after school. Thus, the vast majority of pupils are keen swimmers and achieve very well.
15. The school regularly adjusts and adapts the curriculum to improve the opportunities for pupils and to ensure that they reach high standards. For example, as a way to increase pupils' reading skills the school has been taking part in the Bedfordshire Literacy Teaching

Project pilot scheme³. This has been in use since January 2001 and has already had a significant impact on pupils' attainment. Younger pupils, some of whom had previously found it difficult to build up sounds into words, enjoy the quick-fire sessions focusing on sounds and making words. They work very hard in the punchy, fast moving lessons and achieve very well. Not only have their reading and spelling skills improved, but also their love of books has increased.

16. Another very strong feature of the curriculum is the attention paid to the spiritual, moral, social, cultural and personal development of all pupils. The school plans very good opportunities for pupils to reflect on their work and behaviour in both lessons and assemblies. Staff teach pupils right from wrong and, by example, encourage them to respect other people's feelings and beliefs. They encourage pupils to work together in lessons, to collaborate and share their ideas for the benefit of all. Through music, art, religious education and history, the school encourages tolerance and respect for other cultures and traditions. This is achieved very successfully by using resources from within the community, but also by taking pupils to see at first hand how other people live their lives. For example, to help pupils understand Jewish customs, staff took pupils to a 'Jewish Life' exhibition. Here, pupils could experience for themselves some of the customs, artefacts and food about which they had been learning in religious education lessons. These features of the curriculum are instrumental in helping the pupils develop into mature, sensible people who are very well prepared for life in a culturally diverse society.
17. Two further strengths, which contribute greatly to the excellence in this school, are the involvement of the parents and the community in pupils' learning, and the links the school has with partner schools. Parents are warmly welcomed into school to share their expertise with staff and pupils. They are encouraged to be part of school life and offer much to the vibrant and exciting environment, in which learning is fun. The school values greatly the work of the Parent Teacher Association. Through this parents have funded many of the 'extras' in school, including the Adventure Trail and leasing computers. There is also a great deal of interaction between the pre-school establishments which send children to the school and the middle and upper schools to which pupils go for the next stages of their education. These links focus on developing a common curriculum. This enables pupils to learn in a continuous way as they progress through their education. Consequently, pupils are very well prepared for the next stage of their education. They make very good progress, continue to learn at a rapid pace and thus achieve very well.

³ The Bedfordshire Literacy Teaching Project: a research project led by Dr Jonathan Solity of Warwick University and Bedfordshire Educational Psychology Service.

WHAT COULD BE IMPROVED

The fine-tuning of the way in which the school monitors its work

18. The school monitors all of its work very effectively. All staff and governors are involved in this work. They are very aware of the strengths and areas for development in the work of the school. They constantly strive for excellence. The systems in place are successful in providing useful information upon which to base strategic and financial decisions.
19. However, the school has identified the need to 'take a step back' and reflect upon its systems and procedures, in order to find its most efficient way forward. To this end, it is rationalising systems and analysing what is useful and what is not, so that it can become a truly efficient organisation with minimum paperwork.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. The headteacher, staff and governors should now allow themselves the time to evaluate the best way for them to formalise their monitoring systems, and then to act upon their decisions.

PART C: SCHOOL DATA AND INDICATORS⁴

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	11	0	0	0	0	0
Percentage	0	100	0	0	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 nine percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	47
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	7

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	1

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

⁴ The 'attainment at the end of Year 2 table' is omitted from this section because in the year 2001 the year group consisted of **less-fewer** than 10 pupils.

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	38
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	20
Average class size	24

Education support staff: YR – Y4

Total number of education support staff	5
Total aggregate hours worked per week	83.25

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.2
Number of teachers appointed to the school during the last two years	0.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.15
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

	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
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	£
Total income	148,201
Total expenditure	137,190
Expenditure per pupil	3,190
Balance brought forward from previous year	14,189
Balance carried forward to next year	25,200

Results of the survey of parents and carers

Questionnaire return rate 83%

Number of questionnaires sent out	47
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	57	38	0	0	5
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	21	64	10	5	0
The teaching is good.	54	36	0	0	10
I am kept well informed about how my child is getting on.	36	51	10	0	3
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	0	0
The school expects my child to work hard and achieve his or her best.	62	33	0	0	5
The school works closely with parents.	44	51	0	0	5
The school is well led and managed.	46	49	0	0	5
The school is helping my child become mature and responsible.	62	35	0	0	3
The school provides an interesting range of activities outside lessons.	15	54	26	5	0