

INSPECTION REPORT

CROFTON ANNE DALE JUNIOR SCHOOL

Fareham

LEA area: Hampshire

Unique reference number: 115880

Headteacher: Mr J O'Brien

Reporting inspector: Mr M Massey
23785

Dates of inspection: 11 and 12 March 2002

Inspection number: 243635

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address:	Cuckoo Lane Stubbington Fareham Hampshire
Postcode:	PO14 3PH
Telephone number:	01329 662087
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Norton
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crofton Anne Dale Junior School is situated in the Hillhead ward of Fareham, in Hampshire. The school is bigger than average with 409 pupils on roll, 218 boys and 191 girls. Pupils are aged from seven to eleven years and are taught in 12 classes. Pupils' attainment is generally above average when they start the school in the September of the year in which they are seven. Pupils mainly come from the local area, where the accommodation is mostly in private housing. Only around 2.5 per cent of the pupils are eligible for free school meals, which is below average and there are no pupils for whom English is an additional language. About 11 per cent of the pupils are on the school register of special educational need, which is also below average, and there are very few pupils with statements of special educational need. The school is currently working towards the Investors In People award.

HOW GOOD THE SCHOOL IS

Crofton Anne Dale Junior School is a very good school with many strengths. The school is very well led by the headteacher, supported by other senior teachers, staff and governors. Pupils achieve very well due to the consistently high quality of the teaching. Standards have been maintained at a level that is above the national average over the last five years and inspection evidence shows that the present group of pupils at the school is also achieving at this level. The school gives good value for money.

What the school does well

- The very good leadership provided by the headteacher, senior staff and governors ensures that high expectations are maintained and new initiatives support teaching and learning effectively.
- The very good teaching results in high standards in English, mathematics and science.
- The high priority given to pupils' personal development, the high expectations and clear guidance given on how pupils should behave leads to hard working pupils who behave very well.
- The very high quality of provision across the curriculum provides pupils with a wide variety of experiences and opportunities for personal and academic development.

What could be improved

- Information and communication technology could be used more consistently in classrooms to support learning.

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 improved very well since it was last inspected in February 1998. High standards have been maintained overall since the last inspection. High standards have been achieved in the national tests for pupils in Year 6 in English, with a very high proportion of pupils achieving at the higher level 5. The school has addressed the areas identified for improvement in the last report very thoroughly. Very good teaching is now a feature of the school and the strengthened role of the co-ordinators in monitoring planning and pupils' work plays an important part in this process. Assessment information is used very effectively to plan work that is appropriate to pupils of all levels of attainment and the enhanced learning opportunities for more able pupils in Year 6 is an excellent development. Standards in art are now very good and there are wide ranging opportunities presented to pupils with the resulting displays adding considerably to the ethos of the school. Teachers' plans give a clear indication of what the pupils will learn and pupils themselves are made very aware of these expectations. An excellent homework initiative involving a working group of parents and staff has resulted in pupils being given stimulating and often innovative homework challenges. The provision for multi-cultural education is now very good. Observations show that this is an integral part of many lessons and permeates much of the work done in the school; preparing pupils well for life in a diverse society. There have also been improvements in pupils' attitudes and behaviour and leadership and management, all of which are now very good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	A
Mathematics	A	A	B	C
Science	A	A	B	C

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

Last year's National Curriculum tests for pupils at the end of Year 6 showed that compared to all schools standards were well above average in English and above average in mathematics and science. When compared to similar schools standards were well above average in English and average in mathematics and science. A very high proportion of pupils achieved the higher level 5 in English, which is why the overall grade is well above average. In mathematics and science, the proportion of pupils attaining the higher level 5 was also above average but not to such a high degree. Over the last five years standards have risen broadly in line with the national average, although there was a slight decline in standards in mathematics and science in 2001. This was because this particular group of pupils, although working at an appropriate level for their prior attainment, could not achieve at the higher levels. Inspection evidence shows that based on the current attainment levels of pupils in Years 3, 4 and 5 standards will rise again over the next two years. Appropriate targets have been set in English and mathematics in order to re-establish high standards at the school.

Pupils' attainment on entry to the school is generally above average. However, a scrutiny of National Curriculum test results for pupils at the end of Year 2 show that for the present group of pupils in Year 6 and last years group, standards on entry were average. Standards for the present pupils in Year 6 are above average in mathematics and well above average in English and science. In English, the pupils' writing shows skilful use of vocabulary and a very good understanding of writing for different purposes and audiences. Writing is punctuated correctly and spelling is very good. Throughout the school the pupils' presentation of work is excellent and pupils use their English skills very effectively in subjects like history and science. In science, the investigative work is of a very high standard and pupils are developing a very good scientific methodology, making sensible predictions and drawing accurate conclusions about their experiments. Pupils' problem solving skills in mathematics are very good and they are confident in tackling tasks independently. The standard of work in subjects like art, history and geography is well above what is expected nationally. Overall, pupils achieve very well during their time at the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work very hard and are enthusiastic learners. They are very positive about their experiences in the school and appreciate the work done by teachers.
Behaviour, in and out of classrooms	Very good. This means that in lessons pupils and teachers can concentrate on learning without distractions and this makes a good contribution to the high standards.
Personal development and relationships	Very good. Pupils are mature and confident. They support one another well in lessons and respond well to adults.

Attendance	Good. Attendance is above the national average and pupils arrive in school promptly at the start of the day.
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The pupils' very good attitudes and behaviour make a significant contribution to their achievement. They work hard in lessons and support one another well. High attaining pupils respond very well to the enhancement classes in Year 6 and this makes a very good contribution to their progress in English, mathematics and science.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

Teaching throughout the school is very good and sometimes excellent. It is never less than satisfactory. The teaching of literacy is very good with teachers adapting the National Literacy Strategy well in order to promote high standards of writing. The teaching of numeracy is very good with some particularly challenging activities for pupils in Year 6.

The large class sizes mean that space is at a premium. However, the high quality of teachers' classroom management and organisation ensures that challenging and exciting activities are set. This was seen to good effect in an English lesson where dramatic activities were included in the study of "Macbeth" and in investigative science and mathematics. In the satisfactory lessons there was too much teacher direction and pupils' independence and active involvement in their own learning could be improved. Enhancement groups have been established for talented children in Year 6 for English, mathematics and science. The teaching in these groups is stimulating and challenging and really stretches the higher attaining pupils. Activities are set at appropriate levels for all pupils in lessons, where very good support is given to lower attaining pupils. Classroom assistants are used mainly to support these pupils. Some pupils with special educational needs are withdrawn for work specifically targeted to their needs and this teaching makes a good contribution to their progress. The very good medium term planning, which is done by co-ordinators, gives clear guidance to teachers and lays a good foundation for teachers' day-to-day planning. Teachers do not always make the best use of computers in the classroom.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The full range of National Curriculum subjects is covered. High quality planning and a commitment to a broad curriculum provides pupils with excellent opportunities across a range of subjects like art, design and technology as well as successfully promoting their personal development.
Provision for pupils with special educational needs	Very good. Pupils are well supported in class. Their needs are accurately identified and their progress carefully monitored both by the class teacher and through the withdrawal work carried out by the special educational needs teacher.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Lots of opportunities are provided during lessons to promote pupils' social awareness and prepare them for life in a diverse society. Staff give clear guidance on how pupils should behave and they provide good role models. They make sure that pupils are given opportunities to take responsibility and make decisions independently.
How well the school cares	Very good. Assessment information and teachers' personal knowledge

for its pupils	ensures that activities are well matched to pupils' abilities. Very good child protection procedures are in place and all staff are informed. Thorough health and safety checks and risk assessments are carried out.
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The high quality work across a range of subjects is a strength of the school, giving pupils good opportunities to apply skills learned in English and mathematics to their studies in subjects like design and technology and geography. All the statutory areas of the curriculum are taught, including religious education and personal and social education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, with the support of the deputy, is innovative and clear about where the school is going. Subject co-ordinators provide very good guidance to staff and the senior management team are actively involved in monitoring standards.
How well the governors fulfil their responsibilities	Very good. The governors have implemented an excellent framework for governing and governor improvement plan. This means that they a clear programme of work which gives them good understanding of how the school operates. The school administrative and finance officer gives them good financial information and they monitor budget spending effectively.
The school's evaluation of its performance	Very good. The results of assessments and national tests are analysed and used well to identify future improvements, for example in writing.
The strategic use of resources	Very good. Long term aims are identified and budgeted for. Regular resource audits by co-ordinators ensure that teachers are well supported with the necessary materials and equipment.

The headteacher has a very good strategic view of the needs of the school. The employment of a technician for the computer suite and a full-time librarian reflect this. An excellent system of monitoring has been established involving the deputy headteacher and senior staff and this is instrumental in ensuring high standards and good quality teaching. The school is well aware of the principles of best value and applies them effectively through constantly comparing its performance against other schools and setting challenging targets. Competitive quotations for work to be carried out in the school, such as the development of the link corridor, further demonstrate that the school has a clear understanding of best value. Much of the substantial carry forward has been used appropriately to set up the computer suite.

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 make good progress. • The school expects children to work hard and do their best. • They feel comfortable approaching the school with questions or problems. • Teaching is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • There is not the right amount of homework. • There could be a more interesting range of activities outside lessons.

The inspection team fully agrees with the positive views expressed by parents. The team judged that the activities provided for homework were very appropriate and fully met national guidelines. A wide

range of activities are available outside lessons and it is difficult to see how this could be improved without it being a burden to staff.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The very good leadership provided by the headteacher, senior staff and governors ensures that high expectations are maintained and new initiatives support teaching and learning effectively

1. The headteacher has successfully developed an effective staff team. He has a very clear view of how the school should develop and is not afraid to be innovative or to delegate responsibility to other senior staff. At the same time he firmly believes that he, along with the very able deputy, has the overwhelming responsibility for ensuring that standards and teaching are of a high quality. The employment of a full-time technician, to support work in information and communication technology, and a librarian are excellent initiatives that contribute very well to the smooth running of the school. This means that the computer network is always fully functional and staff and pupils have access to good information and advice. The availability of the librarian enables pupils to carry out individual research under supervision and provides staff with instant access to books and other resources that support learning.
2. The headteacher has established an excellent system of monitoring teaching and learning. Along with the deputy he carries out regular observations of teachers and gives them feedback on how they can improve. Where necessary support procedures are put in place to ensure that improvements are made. Senior teachers are given responsibility for monitoring teachers' planning and they also check standards by sampling work and talking to pupils. Along with either the headteacher or deputy, senior staff are given opportunities to carry out some monitoring of teaching, which reinforces their understanding of standards and delivery within the school. All staff are given release time every week in order to concentrate on developing work within their subject, for example by reviewing policies or planning.
3. The evaluation of the school's performance is very good. This has led to initiatives like the establishment of enhancement groups in English, mathematics and science for talented pupils in Year 6 and the concentration on extended writing in English. Such initiatives make a very good contribution to the high standards in the school.
4. The headteacher provides good information to the governing body and has established a good working relationship with them. The excellent framework programme that the governors have drawn up provides a clear programme for governor activities throughout the year and provides a clear focus for meetings. As a result the governors fulfil their responsibilities very well and have a clear understanding of developments within the school.

The very good teaching results in high standards in English, mathematics and science

5. The quality of teaching is very good throughout the school. This represents a good improvement since the last inspection. Some excellent teaching was observed in mathematics where the activities set were very challenging for pupils but expertly based on the teachers' assessment of pupils' previous learning. This ensured that pupils made very good progress during the lesson. A feature of these lessons is the confidence that the teacher gives to the pupils to use their own initiative, for example by allowing them to select their own data for analysis in Year 4. In Year 6, pupils are encouraged to carry out their own investigations and spend time looking for their own solutions. The skill of the teacher is in planning for this but always being aware of when and how support should be given during the lesson to ensure a successful outcome. The result of this approach is highly motivated pupils who have an enthusiasm about mathematics and an excitement about their discoveries. The excellent teaching observed in information and communication technology generated exactly the same kind of commitment and excitement from pupils.

6. Planning throughout the school is very good. The teachers' day-to-day plans are based on the medium term plans drawn up by all the subject co-ordinators in the school. This very good initiative ensures that co-ordinators' expertise is used very effectively for the benefit of all the pupils in the school. It also improves the subject knowledge of teachers who may not have the same level of expertise as the appointed co-ordinator. Precise statements about what pupils will learn are included in plans and this is explained very clearly by teachers at the start of lessons and reinforced as the lesson progresses. Teachers' very good knowledge of pupils and the good assessment procedures in place in the school are used to good effect to set targets for individual pupils in English and mathematics. This, plus the clear explanation of exactly what they are expected to learn, gives pupils a very good understanding of their own learning and how they can improve. This approach makes a very good contribution to the high standards achieved.
7. A common feature of the very good teaching in science is the high quality of pupils' investigative work. There is evidence in all the year groups of pupils carrying out their own investigations. They make sensible predictions based on their previous learning, for example when some pupils in Year 6 predicted that icing sugar would dissolve the quickest because "it had smaller granules". Having been well taught about the need for a fair test there was never a concern that they would manufacture the result to fit the prediction! By the time pupils leave the school at the end of Year 6 the standard of writing is very good. This is due to the hard work and high expectations of staff throughout the school. Looking through pupils' books is a joy, not only in English, but in subjects like geography and science where the work is neat and accurate with very good spelling and punctuation. In the best English lessons, for example in the study of Macbeth in Year 6, pupils are involved in role play and a study of the motives and emotions of the main characters. This involvement and their depth of understanding enables them to produce high quality writing on Macbeth in a variety of styles, such as reporting and stage directions for a production using "modern" language. A particular feature of the role play observed was the involvement and very good use of language by boys in Year 6, who enjoy the more active element of this type of learning.
8. The enhancement programme for pupils in Year 6 makes an excellent contribution to attainment of talented pupils. The small groups, focused teaching and challenging activities fully involve pupils and ensures their total concentration and commitment. The provision for pupils with special educational needs is very good. The mixture of withdrawal work with a specialist teacher and the very good support that pupils are given in class ensures that they make very good progress.

The high priority given to pupils' personal development, the high expectations and clear guidance given on how pupils should behave leads to hard working pupils who behave very well.

9. The school has invested a lot of time and energy in supporting pupils' personal development. There are regular personal, social and health education lessons where pupils are able to explore their own, and others', emotions and reasons for doing things. This is further developed through the establishment of a school council, with a representative from each class. The high importance attached to this is exemplified by the regular attendance of a school governor at the council meetings, which is an excellent initiative and reflects the very good governor commitment to the school. This makes pupils feel that they are being listened to and that their concerns and priorities are taken seriously. As a result they are gaining in maturity and developing a good understanding of what it means to be a part of a community. There are very close links with the very good cultural and social provision in the school where pupils are encouraged to think about others and the impact of their actions on them. Through this rounded approach to personal development pupils form very good relationships and have a good awareness of the needs of others, hence some of their excellent charitable efforts on behalf of communities around the world.
10. The high expectations of pupils' behaviour and clear guidance given by staff means that pupils behave very well. In class they allow others to work undisturbed and take part in practical lessons, for example in science and drama, with due regard to safety and the correct handling of equipment and resources. There is a calm, well-ordered atmosphere when pupils are moving around the school and in the dining hall. Although the playground space is limited pupils play

happily together and no instances of poor behaviour were observed during the inspection. Pupils' very good behaviour and hard working attitude have a positive impact on their attainment.

The high quality of provision across the curriculum provides pupils with a wide variety of experiences and opportunities for personal and academic development.

11. At a time when there is very much a focus on improving standards in literacy and numeracy the headteacher and governors have made a real commitment to ensuring that pupils receive a broad and balanced curriculum that is stimulating and challenging. As a result standards in subjects like art, design and technology, geography and history are above national expectations. There is a real drive to improve provision in information and communication technology that is now bearing fruit in improved standards. Other initiatives such as the establishment of a school council and regular personal and social education lessons give pupils a maturity and understanding of how society functions and their place within it.
12. There is ample evidence of the impact that this has on the school, for example through art, with the good quality of displays. Pupils' three dimensional work in art and ceramics, for example the action figures made of fabric, paper and wire in Year 5, enliven the environment and demonstrate links with other subjects like physical education. Visitors are used to good effect for demonstrating activities such as spinning and parent helpers make delicious Tudor biscuits as part of the pupils' work in history. In subjects like history and geography many of the skills that pupils have learned in English, art and mathematics are put to good effect. Writing is clear and concise and the pupils take a real pride in their presentation so that it is a real pleasure to share their work.
13. However, perhaps the most important illustration of the impact that this challenging and exciting curriculum has comes from the children. They talk with clarity and enthusiasm about their work in subjects like physical education and their studies of Macbeth. As a result they enjoy coming to school. As one pupil said, "There's not much to change in this school, it's good as it is."

WHAT COULD BE IMPROVED

Information and communication technology could be used more consistently in classrooms to support learning.

14. The establishment of the new computer suite is having a good impact on pupils' computer skills and a number of pupils have computers at home. Classes are regularly timetabled to use the suite and the availability of a technician means that good advice is readily available. However, not all teachers are making best use of the classroom computers during lessons like English and mathematics. This means that pupils are missing some opportunities to practise the skills that they have learned either at home or when using the computer suite. As a result their progress in this area of the curriculum is not as fast as it could be. Where computers are used in the classroom, for example in mathematics in Year 6, pupils practise skills such as data handling effectively to record their results in investigative maths. In some English lessons opportunities for pupils to practise their word processing skills are not taken.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

15. In order to raise standards further the governing body, headteacher and staff should:
 - Ensure that teachers' planning clearly indicates when computers can be used in the classroom, across a range of subjects;
 - Include a review of the use of computers in the classroom in the monitoring arrangements that are already in place in the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	10	4	0	0	0
Percentage	12	35	38	15	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		409
Number of full-time pupils known to be eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		45

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	19
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence	%
School data	4.9
National comparative data	5.6

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	52	50	102

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	46	44	49
	Girls	48	41	49
	Total	94	85	98
Percentage of pupils at NC level 4 or above	School	92 ([95])	83 ([91])	96 ([98])
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	44	50
	Girls	44	41	46
	Total	86	85	96
Percentage of pupils at NC level 4 or above	School	84 (95)	83 (94)	94 (99)
	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	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	406
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	14.7
Number of pupils per qualified teacher	27.8
Average class size	34.1

Education support staff: Y3 – Y6

Total number of education support staff	9
Total aggregate hours worked per week	202

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	747496
Total expenditure	748979
Expenditure per pupil	1850
Balance brought forward from previous year	51231
Balance carried forward to next year	49748

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	7
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	409
Number of questionnaires returned	129

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	5	1	1
My child is making good progress in school.	47	50	1	1	2
Behaviour in the school is good.	36	58	2	0	3
My child gets the right amount of work to do at home.	37	46	15	2	0
The teaching is good.	47	50	0	0	4
I am kept well informed about how my child is getting on.	30	59	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	32	3	1	0
The school expects my child to work hard and achieve his or her best.	60	37	1	0	2
The school works closely with parents.	34	53	13	0	0
The school is well led and managed.	44	48	3	2	3
The school is helping my child become mature and responsible.	47	47	2	1	3
The school provides an interesting range of activities outside lessons.	35	42	14	2	8