

INSPECTION REPORT

HAZELWOOD INFANT SCHOOL

Palmers Green, London

LEA area: Enfield

Unique reference number: 101997

Headteacher: Mr. P. Gordon

Reporting inspector: Mrs. Mary Summers
25455

Dates of inspection: 13 – 14 January 2003

Inspection number: 246171

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 8 years
Gender of pupils:	Mixed
School address:	Hazelwood Lane Palmers Green London
Postcode:	N13 5HE
Telephone number:	020 8882 0557
Fax number:	020 8886 1109
Appropriate authority:	The governing body
Name of chair of governors:	Mrs. D. Henson
Date of previous inspection:	2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
25455	Mary Summers	Registered inspector
9502	Rosalind Hall	Lay inspector
22476	Sue Vale	Team inspector

The inspection contractor was:

icp

360 Lee Valley Technopark
Ashley Road
London
N17 9LN

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hazelwood Infants is a large school catering for 265 full-time pupils. In addition five pupils attend Reception classes part-time. More than half the pupils come from ethnic minority families, the main groups being Turkish and Greek Cypriot. Other pupils in the school represent a wide range of different ethnic minorities and between them speak 22 different languages. There is a very small number of pupils from refugee and traveller families. About 40 per cent of pupils speak English as an additional language but only a few are in the early stages of learning English. The school receives additional funding to support these pupils. Less than 12 per cent of the pupils are entitled to free school meals and this is less than in most schools. There are fewer pupils with special educational needs or with statements of special educational need than in most schools. Their needs are often to do with speech and communication. Pupils start school with very different levels of attainment but the vast majority are at expected levels for their age.

HOW GOOD THE SCHOOL IS

Hazelwood Infants is a very good school. There is a clear emphasis on achievement and on helping pupils to develop personally as well as academically and all adults work towards these common goals. This results in pupils making rapid progress and reaching very high standards by the time they transfer to the junior school. The school provides very good value for money.

What the school does well

- Good teaching enables pupils to make rapid progress and reach very high standards in reading, writing and mathematics.
- The school caters very well for pupils' personal development; they quickly become confident, enthusiastic learners and these positive attitudes contribute significantly to their progress.
- There is very strong teamwork amongst the staff; they plan and work together well and this results in a well-organised and rich curriculum for the pupils.
- The school works very effectively with parents; they are encouraged to support their pupils and play a full part in school life; these very positive relationships help pupils feel secure and that education is important.

What could be improved

- Support staff are not always deployed effectively to make best use of their valuable skills and experience.

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 well since its last inspection in February 1998. The quality of teaching continues to be good resulting in very high standards being maintained. Teachers plan more carefully for the needs of more able pupils. The school plans appropriately for future improvement. Governors are able to evaluate the effectiveness of their spending because they are so closely involved with the school and can see the effects during their planned visits and meetings with staff. Registers are now marked carefully and unauthorised absence has fallen. Physical education teaching is better and pupils often make very good progress in these lessons. Statutory requirements for collective worship are now met.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
reading	A	A	A	A	well above average A
writing	A	B	A	A	above average B
mathematics	A*	A	A	A	average C
					below average D
					well below average E

Standards in the national tests have been consistently high for the last few years. Many more pupils than in most schools reach high levels in the tests because of the school's high expectations and the importance it attaches to ensuring pupils have good basic skills before they transfer to the junior school. In reading and mathematics half of the pupils exceeded the levels expected for their age and in mathematics, the number exceeding expectations was three times as many as in most schools. Lessons seen during the inspection confirm these high standards and also show work of good quality in other subjects, for example, art, singing and games.

The pupils in the Reception classes are already exceeding expectations for their age in all the nationally recommended areas of learning. They produce imaginative art work and models and talk about them confidently and with enthusiasm. Many are already beginning to read and write.

All the pupils at Hazelwood Infants make very good progress because the school caters carefully for pupils of different abilities and with different needs. Pupils with special educational needs receive effective support from their teachers and specialist staff and the high number of support staff generally means that they get a great deal of individual help. Pupils learning English are catered for well by their class teachers who place great importance on language within all subjects. More able pupils are challenged effectively by the work and also make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils are confident, show a thirst for learning and remarkable levels of concentration for their ages.
Behaviour, in and out of classrooms	Excellent. Pupils are mature and responsible and behave extremely well in class and around the school.
Personal development and relationships	Excellent. Pupils are kind and helpful to one another; they share toys and equipment and play together happily in the playground.
Attendance	Satisfactory. The vast majority of pupils attend regularly and arrive punctually each morning.

Pupils' excellent attitudes to school and to their learning generally have a considerable impact upon their progress and the standards which they reach.

TEACHING AND LEARNING

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

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 quality of teaching seen during the inspection was good overall with a significant number of lessons in which teaching was judged to be very good. The main strengths are:

- teachers are knowledgeable and accomplished in teaching the basic skills of reading, writing and mathematics; this means they can present their lessons confidently and in interesting ways;
- there is great emphasis on the development of language in all lessons; this helps to extend pupils' vocabulary and helps those learning English as an additional language to use it within different situations;
- teachers have very high expectations of what the pupils can achieve; pupils respond well to these and enjoy the challenges their teachers provide;
- they monitor pupils' work well and give useful feedback to them about how they can improve;
- they know the pupils well and enjoy warm relationships with them; this means that pupils want to please their teachers and do their best.

The needs of all pupils at the school are well met. Those with special educational needs are well catered for by their teachers and other adults; those for whom English is an additional language are also supported effectively by their teachers and the most able pupils receive challenging work which helps them to reach high standards.

The only weakness identified is that support staff are sometimes not deployed well enough to make best use of their considerable expertise.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is rich and varied. Subjects are often taught as part of a topic which make them interesting and relevant to pupils. The school provides a very good range of extra-curricular clubs and activities and these are well attended. The curriculum for the youngest pupils in Reception takes careful note of national guidance and is organised to meet pupils' needs effectively.
Provision for pupils with special educational needs	This is well organised and pupils receive good quality support from teachers and assistants.
Provision for pupils with English as an additional language	The school's high priority on language development means that these pupils can take a full part in all lessons. They get many opportunities to talk and develop their skills in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are encouraged to work and play together and thus develop very good social skills; they learn good moral values through religious education, stories and assemblies. The many different cultural backgrounds and beliefs of pupils are celebrated and they learn to value these highly.
How well the school cares for its pupils	There are good systems in place to ensure pupils' welfare and safety. Careful records are collected of their achievements and these help teachers to provide work at appropriate levels.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led and effectively managed. The headteacher and deputy provide clear direction to the school's work. They ensure that teachers can spend the maximum amount of time in teaching the pupils and are not diverted by unproductive tasks.
How well the governors fulfil their responsibilities	Good. Governors have organised themselves into committees to monitor the school's work and they take a close interest in all aspects of school life.
The school's evaluation of its performance	Satisfactory. The school analyses assessment data carefully to ensure all pupils are making enough progress. Systems to monitor teaching and learning are informal but effective.
The strategic use of resources	Good overall. Funds are targeted to support identified priorities and governors monitor spending carefully. They compare their performance with other schools, consult with parents and staff about priorities and seek several financial quotations when buying major items. Books, equipment and the accommodation are all used effectively to support pupils' learning. The school has more support staff than in most schools but they are not always used to best effect.

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 pupils like coming to school. • The teaching is good and their pupils are making good progress. • The school is helping their pupils become mature and responsible. • The pupils behave well at school. • The school is well led and managed and parents feel comfortable approaching staff with any concerns. • The school works closely with parents and they are encouraged to play a full part in school life. 	<ul style="list-style-type: none"> • The provision of homework. • More imaginative and creative opportunities in Reception classes. • Better feedback about how their pupils are doing at school.

The positive views expressed above were made by more than 90 per cent of parents who responded to the questionnaire. The inspection team agrees with all their positive views. The team finds that homework activities are useful and help reinforce what pupils are learning at school. The curriculum for the Reception pupils takes appropriate note of all the nationally recommended areas of learning and, importantly, is adapted to meet their needs and help them make effective progress. The school provides annual reports of pupils' progress for parents and there are good opportunities for parents to meet informally with teachers at the start or end of the school day. Those parents who find this difficult are encouraged to make an appointment at a suitable time.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good teaching enables pupils to make rapid progress and reach very high standards in reading, writing and mathematics.

1. Pupils at Hazelwood reach very high standards in the national tests because the school places a high priority on teaching the basic skills well. Teachers have a good knowledge of how to teach phonics and other basic literacy skills and they ensure that pupils learn these systematically as they move through the school.
2. No time is wasted. As soon as pupils settle into school they learn the letter sounds and names by playing games and by learning songs and rhymes. Teachers introduce letters one at a time; during the inspection week, it was the letter 'm'. Pupils made 'moving monkeys' out of paper; they brought in toys from home which began with 'm' – a microphone, a monster and Minnie Mouse. They played games with their teacher, sorting out pictures of objects that started with 'm' from those that didn't and they used the computer to print out pictures of objects starting with 'm'.
3. Every opportunity is taken to reinforce basic number and mathematical skills. When taking the register, pupils in Reception count how many are present and absent. They test out the weights of different objects in carrier bags, describing them as 'heavy' or 'light'. They are learning about simple three-dimensional shapes. Activities are often made into games or introduced in a practical manner so that pupils enjoy them and learn easily. For example a lesson in the hall used a 'parachute' canopy to encourage co-operation and thought for others. Different shapes were placed underneath and when the canopy was raised, the teacher picked individual pupils to retrieve one of the shapes. Thus they learned to identify spheres, cylinders and cubes whilst moving carefully under the canopy without bumping into each other.
4. In Years 1 and 2 teachers build very effectively on this good basic knowledge. There are high expectations of all the pupils and they respond to these extremely well and show confidence in their own abilities. Careful planning ensures that pupils receive the correct levels of challenge from the work. Most are expected to work at high levels for their age and those who learn at a slower rate are supported effectively by classroom assistants. In Year 2 for example, many pupils can already find one third of nine and when prompted by teachers' good marking in their books, can find two thirds of 15. Many show good investigational skills in mathematics when they devise repeating or symmetrical patterns. They can draw lines and measure them accurately.
5. Throughout the school, teachers grasp every opportunity to extend pupils' vocabulary and give them a chance to use new words. In an art lesson in Year 1 for example, the teacher showed the pupils how weaving was done. She encouraged them to examine and talk about different fabrics and how the patterns were woven. Words like 'loom' and 'fabric' were explained to the pupils and were written on the flipchart. In a Year 1 history lesson, the pupils had to examine photographs of past and present and they had to describe the differences. Care was taken to explain to the pupils what the 'past' was and how the meaning was different to 'passed'. In a science lesson, pupils suggested words like 'shiny' and 'reflective' to describe different materials and they were written on the board to remind them during their group discussions. In a Reception class, the nursery nurse's skilled questioning encouraged pupils to describe the chocolate they were tasting as 'sweet', 'soft', and 'biscuity' and to describe how they ate it as 'crunching', 'biting' and 'sucking'. This emphasis on the spoken word helps all pupils develop their vocabulary effectively but especially those for whom English is an additional language.
6. There is a similar emphasis on developing literacy skills within many lessons. In religious education for example, pupils write about christenings and birthdays. They make posters in a science lesson to warn of the dangers of electricity and learn how capital letters can give the message more impact. Underwater pictures were made after the pupils read and followed a series

of instructions. These good opportunities reinforce what pupils have learned in their literacy lessons and let them practise their developing skills.

7. A noticeable feature in all classes is the very good relationships which exist between adults and pupils. Teachers and their assistants know their pupils extremely well and are very aware of their personal circumstances as well as their individual needs. As a result they are able to provide high levels of care and support as well as appropriate challenges for the pupils in their classes.

8. These good teaching strategies ensure that, by the time they are seven, most have very high levels of skill and knowledge in reading, writing and mathematics. Pupils in Hazelwood consistently reach much higher standards than pupils in most schools across the country.

The school caters very well for pupils' personal development; they quickly become confident, enthusiastic learners and these positive attitudes contribute significantly to their progress.

9. There is a strong focus on developing pupils' personal and social skills in all that the school does. From their earliest days, pupils are encouraged to accept small but important tasks, for example taking the register to the office or giving out books or equipment. When they come into school in the mornings, they are expected to hang up their coats and bags by themselves and assemble quickly on the carpet for the register to be taken. Teachers always have time for an informal chat with their pupils at this time, listening to their news and encouraging other pupils to listen respectfully. These routines provide pupils with a feeling of stability and confidence in their surroundings.

10. Teachers provide good opportunities, through the work they set, for pupils to accept responsibility and develop their initiative. Pupils in Reception classes carry out more formal tasks with high levels of concentration and enjoyment and show confidence as they choose from the range of activities set out for them. They play in the attractive role play areas, search for objects in the sand tray and describe them to their support assistant and make simple picture and models from a range of materials. They work extremely well with a minimum of supervision allowing the teacher and other adults to concentrate on specific groups or individual pupils.

11. These early opportunities pave the way for continued good personal development. Through assemblies and through informal discussions in class, pupils learn the importance of working hard and caring for one another. In one assembly seen during the inspection, a story of Frog and Toad was told to help pupils understand the concept of perseverance. They learned that if something doesn't work for the first time, as it didn't for Toad in the story, then they had to keep trying out different solutions until they were successful.

12. The school's good provision for extra-curricular clubs and activities encourages pupils to relate well to one another in more informal contexts. Year 2 pupils, for example, worked enthusiastically together in science club to devise methods of tasting crisps and identifying their flavours. Singing as a large group or in the choir shows pupils how working together can produce good results. Concerts and performances provide similar useful experiences.

13. Pupils' appreciation of one another's cultures and beliefs is fostered well through a range of work in different subjects. They learn songs from different countries, they enjoy performances of Indian dancing and displays around the school celebrate different cultural backgrounds. In Year 1 for example, a history display in the corridor draws pupils' attention to how clothes have developed through the ages and also lets them see and touch shoes and hats from different cultures. In a Year 2 literacy lesson, pupils were enthralled by the classroom assistant's reading of a story in Gujarati. They had already heard the story in English from the class teacher and listened very respectfully to the assistant, showing their appreciation by applauding spontaneously at the end.

14. Class lessons are organised to give pupils good opportunities to accept responsibility for their own work and behaviour. The lessons are interesting and the work matched well to pupils' different needs. Pupils' self esteem is fostered through the high levels of support offered by teachers and classroom assistants; they all experience success which adds to their confidence and their positive attitudes to learning. Thus they are always ready to accept a new challenge and apply themselves fully to their work.

There is very strong teamwork amongst the staff; they plan and work together well and this results in a well-organised and rich curriculum for the pupils.

15. Many of the staff have worked at or been associated with the school for a long time. They know procedures well and are familiar with the school's aims and high expectations. Students in training have often been subsequently employed at the school following the completion of their teaching degrees. Classroom assistants have often been employed previously as lunchtime supervisors. Many are parents of pupils who have attended the school previously. They all share a common purpose and, importantly, understand the importance of following similar strategies to ensure consistency for the pupils.

16. Because of these strong relationships, adults are able to work very effectively as a whole-school team as well as within individual year groups. They plan the curriculum together and ensure that pupils receive similar experiences across individual year groups. Schemes of work for Year 1 and 2 pupils meet the requirements of the National Curriculum fully and the plans for pupils in Reception show due regard for the nationally recommended areas of learning for young pupils. Experiences in the role play areas for example, are planned carefully to take account of personal and social development, but also creative development and pupils' knowledge and understanding of the world around them.

17. Many subjects of the National Curriculum are organised through topics which make the work more interesting and relevant to the pupils. Work in art and design is linked to work in history and science through the topic of clothes. Pupils in Year 1 for example, examine a range of different clothes and how they are made, they test them to see if they are waterproof and they see how fashion has changed over time.

18. The school has well-developed links with its local community. There are good links with the neighbouring junior school and further improvement is planned to ensure that the curriculum is linked even more effectively. The school participates fully in a range of local events, for example the Golden Jubilee Arts Festival in 2002. It also provides a strong focus for the community through concerts and exhibitions which not only furthers pupils' confidence and self-esteem but lets the community take a pride in the achievements of its pupils.

The school works very effectively with parents; they are encouraged to support their pupils and play a full part in school life; these very positive relationships help pupils feel secure and that education is important.

19. The school provides good information to parents through newsletters and more formal reports. Annual reports of pupils' progress are satisfactory and provide parents with a clear view of how well their pupils are doing at school. Parents are welcomed into the school and many support their pupils' learning by helping out in class or working with them at home. They help them to practise their reading at home or encourage them to carry out more interesting investigations, for example finding out about different sources of light. During the inspection, many parents were seen chatting to teachers and assistants in the morning or at the end of the school day and in these ways a common sense of purpose is shared and made obvious to the pupils.

20. There is good information for parents about how the curriculum is organised and what is being taught each term. This is displayed prominently in corridors where parents gather to collect

their pupils each day. There are also useful reminders about which days pupils need to bring their games kit or other equipment.

21. There is an active parents' association whose support for the school is outstanding. The annual school pantomime has been running for over 20 years and is an excellent example of parents, teachers and other school staff working together. The importance of this event is celebrated in a colourful exhibition of photographs and costumes in the school's entrance hall. Many pupils on their way to and from the school office, or coming in and out of school in the mornings and afternoons were seen to examine the photographs carefully, trying to identify the performers and talking excitedly of the story of 'Aladdin'.

22. There are very effective procedures in place to introduce pupils to school even before they start in Reception. Over the year preceding their entry, the Neighbourhood Nursery Teacher organises weekly play sessions, a toy library, meetings for parents as well as making visits to local playgroups to get to know the pupils who will be starting school. Close liaison with Reception class teachers ensures that relevant information is shared. New classes attend picnics in the summer before they start and thus they begin to get to know each other and understand routines and expectations. Teachers make home visits early in the autumn term to build up relationships with parents and to gain vital information from parents about their pupils. These induction procedures are geared fully towards enabling pupils to settle into school quickly and confidently. The success of the system can be judged very clearly in pupils' extremely high levels of confidence and enthusiasm for school and the very good progress they have made over the term they have been in school prior to the inspection.

WHAT COULD BE IMPROVED

Support staff are not always used effectively to make best use of their valuable skills and experience.

23. Support staff are very skilled and experienced. They are well trained and in the vast majority of cases have a considerable impact on the progress that pupils make at school. In some cases, however, their time and effectiveness are wasted in pointless activities, for example, watching television programmes with the pupils or being a spectator during class lessons.

24. In several lessons observed, support staff for pupils learning English as an additional language were not deployed well enough to help these pupils effectively. Time was wasted in watching the teacher rather than supporting the pupils.

25. Similarly, classroom assistants' time is not used effectively for instance, when watching physical education or singing lessons. The pupils are very well behaved and extra support is often unnecessary during these times.

26. At other times, additional adults provide very high levels of support for individual pupils and groups. Groups of Year 1 pupils, for example, receive excellent support, helping them improve their handwriting and writing skills. Well-planned support and very good relationships help the assistants to move pupils on very quickly in their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Ensure that support staff are used effectively and that their work is monitored systematically.

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	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	54	15	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		267
Number of full-time pupils known to be eligible for free school meals		31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		13

English as an additional language	No of pupils
Number of pupils with English as an additional language	111

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	5.5
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	53	37	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	43	43	48
	Girls	37	37	37
	Total	80	80	85
Percentage of pupils at NC level 2 or above	School	89 (84)	89 (82)	94 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	43	46	48
	Girls	37	37	37
	Total	80	83	85
Percentage of pupils at NC level 2 or above	School	89 (83)	92 (86)	94 (89)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
180	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	22.5
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	20
Total aggregate hours worked per week	344

Financial information

Financial year	2001/02
	£
Total income	895,501
Total expenditure	891,483
Expenditure per pupil	3,302
Balance brought forward from previous year	41,313
Balance carried forward to next year	45,331

FTE means full-time equivalent.

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	267
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	1	0	4
My child is making good progress in school.	54	42	4	0	0
Behaviour in the school is good.	51	43	1	0	5
My child gets the right amount of work to do at home.	44	37	6	1	11
The teaching is good.	58	34	4	0	4
I am kept well informed about how my child is getting on.	38	51	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	29	1	4	0
The school expects my child to work hard and achieve his or her best.	58	41	0	0	1
The school works closely with parents.	57	35	6	0	1
The school is well led and managed.	67	25	5	0	3
The school is helping my child become mature and responsible.	66	29	1	0	4
The school provides an interesting range of activities outside lessons.	33	35	9	0	23