

INSPECTION REPORT

WENDOVER CE JUNIOR SCHOOL

Wendover, Aylesbury

LEA area: Buckinghamshire

Unique reference number: 110421

Headteacher: Mrs E Defty

Reporting inspector: Mrs P C Cox
19178

Dates of inspection: 10th – 11th February 2003

Inspection number: 247000

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:	Voluntary controlled
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
School address:	Wharf Road Wendover Aylesbury
Postcode:	HP22 6HF
Telephone number:	01296 696822
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Appropriate authority:	The governing body at the above address
Name of chair of governors:	Mr G Woodroffe
Date of previous inspection:	10 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wendover CE Junior School is a voluntary controlled school situated in a large village near Aylesbury. At the time of the last inspection it was a middle school and has subsequently changed its status. There are 341 pupils on roll, and the number has grown significantly in recent years. Although most pupils live in the village, many come from further afield, some from RAF Halton. Almost all pupils are of white ethnic heritage and have English as their first language. Twenty-five pupils have been identified as having special educational needs, a proportion somewhat below the national average. The majority of these pupils have specific learning difficulties and one has a statement of special educational need. No pupils are known to be entitled to free school meals, a very low proportion compared to the national picture. However, this picture is distorted because the local authority does not provide school meals. Attainment on entry to Year 3 is well above average. There has been significant staff turnover in the past two years, including the appointment of a new headteacher.

A separate diocesan inspection of collective worship has been carried out.

HOW GOOD THE SCHOOL IS

The school provides its pupils with a satisfactory quality of education. The standards at the end of Year 6 are above average in English, mathematics and science and the pupils are achieving soundly. Teaching is satisfactory. The pupils behave well and have good attitudes to school. Leadership and management are satisfactory overall and the school gives satisfactory value for money.

What the school does well

- Teaching is good in Year 4.
- The school makes good provision for the pupils' social and moral development and consequently they have good attitudes to their work and behave well.
- The rate of attendance is well above the national average.

What could be improved

- The school improvement plan does not provide a clear strategic view.
- Monitoring and evaluation are not rigorous enough to ensure that there is sufficient good teaching throughout the school.
- The teachers' assessments are not used effectively enough to plan work to meet the specific needs of all pupils.
- The curriculum is not organised efficiently.
- The partnership with parents is not strong.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. At that time a number of strengths were identified, such as the standards attained, the pupils' behaviour and the leadership and management. Since then, there has been significant staff turnover and long-term illness, affecting the ability of the school to carry out improvements in a consistent manner. Overall, improvement has been adequate in the light of these circumstances. Standards have been maintained, as have the pupils' behaviour and attitudes. Several issues were identified for improvement in 1997 and some of these have been addressed soundly. The less able pupils now make sound progress and the teaching in Year 4 is now good. However, progress on some issues has been patchy, even taking into account the disruption to the school. Senior staff carry out monitoring of teaching in their subjects, although this is not yet sufficiently rigorous. The coverage of the curriculum is still uneven and planning for school improvement remains an issue.

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
	2000	2001	2002	2002
English	A	A	B	C
Mathematics	B	A	C	E
Science	B	A	C	D

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

Standards in English, mathematics and science had been rising since 1998, and by 2001 were well above the national average. However, the results in all three subjects fell significantly in 2002 and, while standards in English were above average, those in mathematics and science were only around the national average. Compared with the results of schools with similar proportions of pupils entitled to free school meals, the results were average in English, but below average in science and well below in mathematics. However, the year group entered the school with lower attainment than is the usual case. The trend of improvement was broadly similar to the national trend and, overall, the pupils had made satisfactory progress from Key Stage 1.

The standards of the pupils presently in Year 6 are above average in English, mathematics and science and they are achieving satisfactorily. However, the work set for the more able does not always ensure that they reach the levels of which they are capable and consequently there is some underachievement. The school met its targets for the pupils' attainment in English in 2002 but missed the mathematics targets by a significant degree. The pupils now in Year 6 are on course to achieve the targets in English in 2003 but at present too few are working at or towards the expected level to meet the targets in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy coming to school and take part in many of their lessons with enthusiasm.
Behaviour, in and out of classrooms	Good. The pupils behave well, particularly in the younger classes. They are attentive and obedient in almost all lessons and behave very well in the playground.
Personal development and relationships	Good. The pupils enjoy taking responsibility and do so sensibly. Relationships are good between pupils and with adults.
Attendance	Well above average.

TEACHING AND LEARNING

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

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

The teaching was satisfactory or better in almost all lessons observed. However, in over half of lessons, it was no better than satisfactory. The best teaching was seen in Year 4, where it was almost always good and often very good. Except in this year group, the proportion of good and very good teaching is significantly lower than the national picture and is confirmed by the other inspection evidence, such as the discussions with pupils and a scrutiny of their work. Teaching is satisfactory in English and mathematics.

Most teachers control and manage their classes well. When the teaching is at its best, the pupils are inspired and involved by lively teaching and interesting resources and consequently they learn very well. The teacher has secure subject knowledge and gives clear explanations so that the pupils know precisely what they have to do. The teaching is precise and the pupils have a good understanding of what they have learned.

There are, however, some weaknesses in the teaching. Teachers use their assessments of the pupils' attainment too infrequently to set appropriate work for the range of ability in the class. Consequently, the work is often too easy for the more able or too difficult for the less able. There are some inconsistencies between classes in the way that the curriculum is taught.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and all subjects are taught through the year. However, the time available is not organised efficiently to cover the full curriculum and time is sometimes wasted during the school day.
Provision for pupils with special educational needs	Satisfactory. The school has suitable methods for identifying these pupils and provides appropriate support for them. However, the targets on their individual education plans are not always specific enough.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for the pupils' social and moral development is good. The school ensures that they develop a good understanding of the difference between right and wrong. The provision for their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school provides well for pupils' health and safety and has good child protection procedures. There are sound assessment procedures but the school is at an early stage in using them fully to set appropriate work for pupils of different ability.

There are regular newsletters and parents are welcomed into school, but a significant minority feel that the school does not work closely enough with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has steered the school through a difficult period in its life and ensured that there is a permanent staff. She provides an adequate educational direction for the school, which runs efficiently. However, planning for improvement does not take a clear strategic view. The roles of subject co-ordinators and the senior management team are increasingly focused on raising standards.
How well the governors fulfil their responsibilities	Satisfactory. The governors fulfil their statutory responsibilities soundly and have a reasonable understanding of the strengths of the school and the areas where it needs to improve. Their committees work very efficiently and governors are very involved in the life of the school.
The school's evaluation of its performance	Unsatisfactory. The school has improved its systems for monitoring the quality of its provision but this monitoring has not been rigorous enough to identify the key priorities for improvement. Consequently, too little has been done to address some weaknesses, particularly in teaching and the curriculum.
The strategic use of resources	Satisfactory. The school's finances are targeted appropriately at the priorities for development and finances are managed efficiently.

The school has a satisfactory understanding of how to judge the effectiveness of the major decisions it makes.

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 it is helping them to become mature and sensible. • The school has high expectations of the pupils' work and behaviour. • The pupils behave well. • The teaching is good and their children are making good progress. • They would feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The consistency of setting homework. • The information they receive about how well their child is doing. • The links with parents. • The range of extra-curricular activities. • A number of parents raised concerns about teachers shouting at pupils. • Some were concerned about the turnover in staff through the past two years. • Leadership and management of the school.

Twenty-seven parents attended the meeting held for them with inspectors before the inspection and 130 returned questionnaires. The inspection confirms many of their positive comments, although the teaching varies between classes. It also confirms the concern about homework, which the school recognises as an area for improvement. The inspection confirms that some aspects of leadership and management are in need of development, but that they are satisfactory overall. The inspectors are unable to comment on the closeness of links with parents and the full range of the information they receive, but recognise that these concerns exist and have an impact on the relationships that exist between the school and some parents. The inspectors did not observe teachers shouting during the inspection but a number of pupils commented that their teachers shouted unnecessarily. The extra-curricular activities are satisfactory, mainly in sport and music, for the oldest pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Teaching is good in Year 4.

1. Teaching in the Year 4 classes was good in almost all lessons observed and very good in two. This is a contrast with the previous inspection, when the teaching in Year 4 was identified as a weakness. The teachers have secure subject knowledge and plan their lessons well. They manage and organise their pupils effectively. The teachers have a clear idea of what they want their pupils to learn and set tasks which are well designed to achieve their objectives. The challenging and interesting work they set for their pupils and the brisk pace at which lessons proceed demonstrate their high expectations. In a very effective science lesson, the teacher gave a very clear explanation of the activity, demonstrating very good subject knowledge. She challenged the pupils to work as quickly as they could to devise their own methods of insulation and to make knowledgeable predictions. The task rapidly developed their ability to use fair testing because the activities the pupils were given demanded close attention to precision. They responded with great enthusiasm and attention to the interesting variety of activities and maintained their concentration throughout, eager to do their best.

2. Pupils' behaviour in these classes is managed in a positive and relaxed way. Humour is used well and relationships reflect a high level of respect. The teachers demonstrate secure expertise in the subjects they teach. They establish a good learning atmosphere in their classrooms and pupils are encouraged to adopt a positive attitude to learning. Teachers plan work that builds on what the pupils already know and understand. This was evident in a lively mathematics lesson. The teacher's explanations were clear and the pupils knew precisely what they had to do. The tasks were challenging and matched to the level at which the pupils were working. The whole-class teaching had been very thorough, those who needed support received it and the teacher monitored the progress being made. Consequently, the pupils were able to make very accurate measurements of angles.

3. In a successful history lesson, the pupils were encouraged to use and develop their knowledge of life in the Roman army to take on the character of a soldier when writing a letter. The teacher's high expectations of work were reflected in the quality, interest and challenge of the work. The question and answer session was used well to probe and develop pupils' learning. Clear explanations, well-chosen resources and use of humour made the lesson come alive for pupils, who responded with enthusiasm. The teacher employed a range of teaching methods that were matched well to the needs of pupils and consequently all ranges of ability made equally good progress in developing their understanding.

The school makes good provision for the pupils' social and moral development and consequently they have good attitudes to their work and behave well.

4. The school has a good code of behaviour that is applied consistently so that the pupils know what is expected of them throughout the school. The teachers promote the pupils' understanding of the difference between right and wrong and expect them to make the correct decision themselves. Consequently, the school is an orderly place, where pupils enjoy themselves. They are enthusiastic about coming to school and taking part in their lessons.

5. Behaviour is good in almost all lessons, particularly in Years 4 and 5, and sometimes very good. However, the pupils' concentration sometimes wanes when the teaching is not

matched well enough to their ability and on these occasions, behaviour occasionally deteriorates. Bullying and anti-social behaviour are unusual events and parents report that, on the rare occasions they occur, the school deals with the problem swiftly and sensitively. Behaviour around school and in the playground is good. Pupils play together well and respond politely to the instructions of their dinner-time supervisors, although they report that not all supervisors treat them with respect.

6. Pupils are encouraged to work together constructively and co-operatively. They respond well to opportunities to work in groups: in a Year 6 science lesson, for example, the pupils enjoyed co-operating to predict what would happen to yeast if sugar was added. The school provides some residential visits and these make a positive contribution to the pupils' social development.

The rate of attendance is well above the national average.

7. Pupils enjoy their schooling at Wendover. The great majority attends regularly and in good time for a prompt start to be made to lessons. The overall rate of attendance continues to be high, comparing favourably with that for other primary schools nationally. There has been very little unauthorised absence in recent years and none in the past year.

WHAT COULD BE IMPROVED

The school improvement plan does not provide a clear strategic view.

8. Although planning for school improvement is adequate overall, some aspects are not effective enough. This aspect of strategic planning was criticised in the previous report. The school improvement plan does not provide a clear sense of direction for the school after the current academic year or pinpoint priorities with sufficient accuracy. It does not include major areas of concern, highlighted after analysis of pupils' test results. For example, although current planning adheres to subject priorities, it does not focus attention on major issues, such as the balance of the curriculum and attainment in subjects other than English, mathematics and science. While the school has identified, correctly, that the results in the national tests will be higher this year, there is little attention to whether the pupils, particularly the more able, are doing as well as they could. Too many issues are included and there is no clear understanding of which should be the most important. There is no identifiable link between the intended expenditure and the educational priority of raising standards. The plan does not outline the school's educational priorities over the longer term, showing how the use of resources is linked to the achievement of the school's goals.

Monitoring and evaluation are not rigorous enough to ensure that there is sufficient good teaching throughout the school.

9. Although almost all teaching throughout the school is at least satisfactory, the proportion of good and very good teaching is lower than that in other schools. While the teaching in Year 4 is good and often very good, in the rest of the school the proportion of good teaching observed was about a third. No very good teaching was observed other than in Year 4 and this picture is reinforced by other inspection evidence, such as discussions with the pupils and scrutiny of their work.

10. Even when the teaching is satisfactory, it is sometime dull and unchallenging. Occasionally, the pupils become bored and restless when the pace of the lesson is slow and the work does not stimulate them to do their best. In some lessons, insufficient attention is paid to the range of ability and stages of learning of the pupils. Teachers sometimes set work

for the different levels of attainment in their classes but this is not done frequently or consistently enough. When the teaching is unsatisfactory it is not matched well enough to the different needs of the pupils. Consequently, some of the more able pupils become bored and take little part in the lesson. Time is occasionally wasted in activities that do not further the pupils' knowledge and understanding, for example in long and frequent silent reading sessions.

11. Marking is mainly adequate, although not in every class. In only a few classes does marking contain comments that will help pupils to improve or set targets for themselves. Some classrooms are bright, with displays that celebrate the pupils' achievements and stimulate them to further interest and effort, but this is not common. Support assistants make a sound contribution to the school through their work with individuals and groups. They are involved carefully in the activities but their time is not often used well at the beginning of lessons. Although some make valuable interventions to maintain discipline, most usually sit unoccupied during the whole-class teaching parts of the lesson.

12. The headteacher and other senior members of staff maintain a regular commitment to observing classroom practice and this is an improvement since the last inspection, when it was identified as a weakness. However, this monitoring lacks depth and rigour. The systems to monitor or, more importantly, to evaluate provision are not sufficiently focused on standards or the impact of teaching. Consequently, weaknesses have not been identified or prioritised with accuracy. Where points for development have been identified, they have not been followed up to ensure that there is improvement.

The teachers' assessments are not used effectively enough to plan work to meet the specific needs of all pupils.

13. The use of ongoing assessment to moderate the pace of lessons and modify planning for future lessons is not consistent enough. Some teachers adjust the pace or direction of their lessons in the light of the progress being made, and use this information to plan for further lessons, but this is not always a feature throughout the school. In English and mathematics, and sometimes in other subjects, teachers set different levels of work for pupils of different levels of attainment. This is effective for the pupils with special educational needs who usually have work that is suitable for their needs. However, it is common for the more able to be set the same tasks as those of average attainment, particularly in English, and this limits the progress they are able to make. Expectations of what these pupils can achieve are sometimes too low and consequently they are not always stretched to attain their best.

14. The national test results for English, mathematics and science are analysed to identify areas of strength and weakness. These appropriate systems are used to distinguish pupils who require further support and to group and set pupils for work in mathematics. However, the school is at an early stage in using this data fully, particularly as a tool for evaluating the effectiveness of the provision. Assessments are not always accurate. The practice of setting targets for pupils' attainment is developing but this initiative is yet to have an appreciable impact on the progress the pupils are making. The targets that have been set are rarely referred to in marking and are not evident in most lessons or classrooms. Teachers do not often use their marking to show whether the pupils have achieved their target or have made the expected progress in the lesson and therefore are not utilising fully this valuable tool for assessment.

The curriculum is not organised efficiently.

15. The school provides a broad curriculum, but it is not sufficiently balanced. All subjects of the National Curriculum are taught and religious education is provided in accordance with the Buckinghamshire locally agreed syllabus. The curriculum meets most pupils' intellectual, social and physical needs but its relevance for the more able pupils is sometimes diminished by the lack of planning to stretch and challenge them. Although all subjects are taught, the school has not designed a curriculum to achieve its own aims or a timetable to enable all subjects to be taught in sufficient depth.

16. The National Numeracy Strategy has mainly been implemented satisfactorily and, by arranging teaching in groups according to ability, is raising standards in mathematics. However, teachers do not always set work at appropriate levels for the range of attainment in their groups. The use of the National Literacy Strategy is patchy. The school has only brought the strategy into the curriculum in the past 15 months and not all teachers have been trained in its use. There is no clear policy about how the strategy will be implemented and consequently individual teachers are sharing their understanding with colleagues, and practice is inconsistent.

17. The organisation of the timetable has not received sufficient consideration. Many English and mathematics lessons last well over an hour. In addition, most teachers have further time for other English activities, such as spelling, handwriting and lengthy reading sessions, the use and effectiveness of which have not been evaluated. Cumulatively this diminishes considerably the time available for other subjects. Music and religious education receive less curriculum time than other subjects. While the pupils sing well and many have individual instrumental tuition, those in Year 6 have limited knowledge of composers and their work. Time is not always used efficiently throughout the day: lessons often begin late because of delays in returning from playtime or dealing with incidents during lunchtime.

18. Teachers' planning is satisfactory. Subject policies and schemes of work are up to date and based on nationally published guidelines, which ensure that broad outlines are provided from which medium and short-term plans are derived. Teachers in each year group plan their work together, ensuring a satisfactory degree of consistency. However, different year groups plan in different ways, reducing the efficiency of planning in some.

The partnership with parents is not strong.

19. The 27 parents who attended the meeting held for them before the inspection were mainly positive about the standards in the school and the quality of teaching. They felt that the school has appropriate expectations of their children and that these have risen in the past few years. These views were reinforced by the 130 questionnaires that the parents returned, although there were 12 letters expressing concerns. The majority of parents agreed that the school works well and that they feel welcome there. However, a significant minority of those who expressed their views felt that the school is not managed and led well. Concerns were expressed about the way that the school works with parents and about communication with them. Many also feel that their views are not taken into account and that there has been a worrying turnover of teachers. It is not possible for inspectors to find objective evidence for the causes of many of the parents' concerns. However, it is apparent that these exist and that they are having an unhelpful effect on the work of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, in partnership with the headteacher and staff, should now:

- (1) Improve planning for school improvement, so that:
 - it gives a clear, long-term strategic view of the future direction of the school;
 - issues to be addressed are prioritised;
 - measurable criteria are set, particularly for the pupils' attainment, by which the school may measure the success of its plans;
 - financial planning is closely linked to the major priorities;
- (2) Use rigorous monitoring and evaluation to raise the proportion of good teaching;
- (3) Develop the use of teachers' assessments so that these are used accurately to group pupils and to match the work they are given to their abilities, so that all pupils make the progress of which they are capable;
- (4) Improve the organisation of the curriculum and its timetabling so that the best use is made of the school day and all subjects receive sufficient coverage;
- (5) Work to improve the partnership with parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
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	2	8	12	1	0	0
Percentage	0	9	35	52	4	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	341
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	25
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
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	7

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	48	36	84

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	33	47
	Girls	34	25	34
	Total	71	58	81
Percentage of pupils at NC level 4 or above	School	85 (94)	71 (84)	98 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	31	42
	Girls	30	24	33
	Total	58	55	75
Percentage of pupils at NC level 4 or above	School	69 (98)	66 (88)	89 (99)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	333	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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: Y3 – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	27:1
Average class size	28.3

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	128

Financial information

Financial year	2001-02
	£
Total income	640,307
Total expenditure	631,936
Expenditure per pupil	1,886.38
Balance brought forward from previous year	12,232
Balance carried forward to next year	20,603

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	9
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	341
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	48	5	1	0
My child is making good progress in school.	29	60	5	2	5
Behaviour in the school is good.	31	60	5	0	4
My child gets the right amount of work to do at home.	18	50	23	5	4
The teaching is good.	30	56	5	1	7
I am kept well informed about how my child is getting on.	18	35	37	5	4
I would feel comfortable about approaching the school with questions or a problem.	40	44	8	6	2
The school expects my child to work hard and achieve his or her best.	40	50	8	2	1
The school works closely with parents.	14	46	27	9	5
The school is well led and managed.	32	46	9	8	5
The school is helping my child become mature and responsible.	35	55	4	2	5
The school provides an interesting range of activities outside lessons.	16	42	22	11	9