

# INSPECTION REPORT

## **CUDDINGTON C of E SCHOOL**

Cuddington, Aylesbury

LEA area: Buckinghamshire

Unique reference number: 110452

Headteacher: Mrs Pam Talbot

Reporting inspector: Mrs Stephanie Lacey  
3764

Dates of inspection: 7 – 8 October 2002

Inspection number: 247009

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Upper Church Street Cuddington Aylesbury Buckinghamshire
Postcode:	HP18 OAP
Telephone number:	01844 291206
Fax number:	01844 291911
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Caroline Stonham
Date of previous inspection:	16 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
3764	Stephanie Lacey	Registered inspector
9528	Derek Bowers	Lay inspector

The inspection contractor was:

PRIMARY FOCUS  
10, Larkfield Avenue  
Kenton  
Harrow  
Middlesex  
HA3 8NF

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10</b>
<b>WHAT COULD BE IMPROVED</b>	<b>15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Cuddington C of E School is small village school with 38 pupils on roll aged between four and seven. There is an even balance of boys and girls. Of the 13 children in the reception year, six attend for mornings only, working in a small group with a teaching assistant and the seven older children work in a class with Year 1 pupils. There is a second class for Year 2 pupils. Since the last inspection, Buckinghamshire reorganised the age of transfer from First to Middle schools and there are no longer any Year 3 pupils at Cuddington. Pupils come from Cuddington, Chearsley, Nether Winchendon and surrounding villages. Most pupils live in owner-occupied housing, with a few in housing authority homes. No pupils are entitled to free school meals. This is clearly well below the national average. Almost all families have their cultural roots in the British Isles, with only three per cent of pupils from another cultural background. One pupil speaks English as an additional language and is fluent in English. Children's attainment on entry to the reception year is wide-ranging, but broadly average for Buckinghamshire. Thirteen per cent of the pupils are on the school's register of special educational need, which is a little below average. One pupil has a statement of special educational need.

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

This is a very good school, with some excellent features. Care for each individual member of the school community, based on strong Christian values, underpins its work. The headteacher, very well supported by hardworking staff and governors, provides an excellent lead. Standards have been high in national tests for several years and all pupils achieve very well because of very good teaching. The school provides very good value for money.

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

- Standards have been high in national tests for several years.
- Teaching is very good and consequently pupils achieve very well and are very enthusiastic about school.
- Pupils' behaviour and relationships are very good.
- The headteacher is an excellent leader and enables staff and governors to make very effective contributions to the life of the school.
- The work planned for the pupils is interesting and relevant.
- There is a very good partnership with parents and very good links with the village community.
- Individual pupils' needs, including higher attaining pupils, are provided for very well within a caring Christian community.

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

There are no significant areas for improvement in this school. The school's own improvement plan for the current year highlights a sensible way forward. The main priorities on the plan are related to a review of work in the Foundation Stage, mathematics and information and communication technology, developing pupils' awareness of a range of cultures and enabling pupils to show even more initiative.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection in March 1998. At that time the school was found to be good. Shortly after the inspection a new headteacher was appointed. The headteacher has given a very clear lead to staff and governors, all of whom are committed to providing an excellent education for every pupil. Teaching has improved and is very good, ensuring that all pupils achieve very well. Standards have risen and in national tests are now in the top five percent of schools. Financial planning is now on a very secure footing. The school has also tackled successfully all the issues for improvement raised by the last inspection. These included planning for different subjects, checking how well pupils are learning and instigating procedures for measuring how well the school is doing. The school has achieved several awards for its work, including an 'Investors in People' Award and two achievement awards from the Department of Education and Skills. The school is in a very good position to move forward even further.

## STANDARDS

Standards in Year 2 national tests and assessments have been high for several years. In 2002 standards in reading and writing were in the top five per cent of all schools and were well above average in mathematics and science. Higher attaining pupils have done particularly well. In small schools standards can fluctuate from year to year because of the impact that one pupil's performance can have on percentage scores. This year, for example, standards are unlikely to be as high because of the range of abilities in this particular year group.

All pupils, including those with special educational needs and higher attaining pupils, achieve very well. In this short inspection the focus was on work in English, mathematics and science. Standards are also above average in other subjects, most notably art.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are enthusiastic about all school activities. They work hard and concentrate well.
Behaviour, in and out of classrooms	Very good. Pupils behave very sensibly in lessons and at playtimes. Even the youngest children clearly know the difference between right and wrong.
Personal development and relationships	Very good. Pupils get on very well with each other and the staff. They work sensibly together when asked to do so and use their initiative in learning activities.
Attendance	Very good. Attendance rates are well above the national average. Most pupils are punctual at the start of the day.

## TEACHING AND LEARNING

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

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

Throughout the school the consistently high quality of teaching ensures that pupils achieve very well. The warm and friendly relationships between staff and pupils provide a very firm basis for learning. Staff know the pupils well and work is very well planned to challenge all pupils, including those with special educational needs and higher attaining pupils. Learning activities and tasks are interesting and relevant and so pupils work enthusiastically. Teachers present new ideas in a lively way and explain tasks very clearly. There are very good levels of adult support and pupils often work with a member of staff in small groups or individually. This helps them to move ahead more quickly. Literacy and numeracy skills are both taught very well. Consequently pupils are enthusiastic about reading and enjoy writing tasks. Teachers are beginning to use electronic whiteboards to explain work to pupils and in one numeracy lesson, pupils achieved very well in adding and subtracting tens because of the skilful way the teacher used this new technology.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Work planned for pupils in both the Foundation Stage and in Years 1 and 2 is interesting and relevant. Activities are based on pupils' own experiences and this helps pupils to move forward quickly. The local area is used particularly well as a basis for learning tasks.
Provision for pupils with special educational needs	Very good. These pupils are supported very well. They benefit from small teaching groups and a good deal of individual attention.
Provision for pupils with English as an additional language	Very good. Only one child is learning English as an additional language. She speaks English fluently and needs no additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Care for each pupil's personal development underpins the work. Within the planning for learning activities and its everyday life the school makes very good provision for pupils' spiritual, emotional and social needs. Planning for pupils' cultural development is good and the school is currently improving teaching about the wide range of cultural traditions within the British Isles.
How well the school cares for its pupils	Very well. Staff know pupils very well and track their progress very carefully. The school does all it can to keep pupils safe. There are meticulous procedures for taking pupils to the swimming pool, for example.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has a very clear educational vision and is very well supported by experienced and dedicated staff. There are excellent procedures in place to ensure that the school is managed very effectively.
How well the governors fulfil their responsibilities	Very well. Governors make good use of their strengths and expertise to support the school. The chairman makes an outstanding contribution. All statutory requirements are met.
The school's evaluation of its performance	Very good. There are very good systems in place for checking how well the school is doing. These evaluations by staff and governors are used very well to plan for improvement.
The strategic use of resources	Very good. The budget is carefully planned to provide good levels of adult support. A relatively large amount of money carried forward from the last financial year is currently being used for this purpose. The best value principles of comparison, challenge, consultation and competition are used very well in spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The questionnaire responses and the parents' meeting indicates that <b>all</b> parents feel that:</p> <ul style="list-style-type: none"> <li>• Children like school.</li> <li>• Children make good progress.</li> <li>• Children behave well.</li> <li>• Teaching is good.</li> <li>• They are kept well informed about their children's progress.</li> <li>• They are comfortable about approaching the school.</li> <li>• The school expects their children to work hard.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children to become mature and sensible.</li> </ul>	<p>A small minority of parents would like to see more activities outside lessons.</p>

Sixteen parents attended the meeting held for them before the inspection and 22 questionnaires out of a possible 38 were returned. The views expressed by parents are much more positive than is usually seen. The inspection totally endorses parents' positive views and finds that the school is a very good one. The school plans a good range of activities outside of lessons. These include trips related to areas of study, a weekly swimming session and a range of interesting games at play times. There are also two out of school clubs. This is appropriate for young children, many of whom are often too tired at the end of the school day to benefit from further school-based activities.

## **PART B: COMMENTARY**

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

#### **Standards have been high in national tests for several years**

1 Standards have been consistently high in Year 2 national tests for several years. In reading, standards have been in the top five per cent of all schools for three out of the four last years, and were well above average in the fourth year. In writing, standards have risen from average four years ago and have also been in the top five per cent of all schools for the last two. Standards in mathematics have been well above average for the last four years. In all these subjects not only do a higher proportion than average reach the expected level 2, but also a higher proportion reaches the higher level 3. Pupils at Cuddington do much better than their peers in schools with a similar socio-economic background. The school has twice received a Department for Education and Skills achievement award for its very good performance.

2 The reasons for these high standards are:

- A clear focus on the needs of individual pupils. Pupils with special educational needs are identified early and are given very good support in the reception year and Year 1. Consequently, in most cases, pupils have caught up with their peers by Year 2.
- Very good levels of challenge for higher attaining pupils. This includes challenging tasks set within lessons and some 'setting' of pupils by ability in numeracy and literacy sessions.
- A careful analysis of what the school needs to improve and sensible steps taken to implement improvements. This is clearly evident in the school's approach to improving standards in writing. Although standards are very high the school is still striving to enable pupils who achieve level 3 in reading and mathematics to also reach this in writing. In the current year, for example, the school is developing its strategy for teaching phonics in order to aid pupils' independent writing skills.
- Consistently strong teaching.
- Very good planning. The school has adopted effectively both the National Literacy and Numeracy Strategies. It has also successfully adapted a published scheme to support teachers' day-to-day planning.
- A rich and varied curriculum, which helps pupils to engage enthusiastically and achieve very well in all learning tasks.

3 Some care should be taken in comparing standards in a school as small as Cuddington with the national picture, because the performance of just one pupil can have a huge impact on percentage scores. In the current Year 2, for example, it is unlikely that all pupils will achieve level 2 in the national tests. The key to the school's success is the very good achievement of all pupils given their capabilities.

#### **Teaching is very good and consequently pupils achieve very well and are very enthusiastic about school**

4 The quality of teaching is very good and ensures that all pupils achieve very well. All the teachers are very good practitioners. Almost half of the lessons seen were very good or better, with the rest almost all good, except for one satisfactory lesson. All the literacy and numeracy lessons were very good or excellent and this high teaching quality is directly linked to the high standards in these areas.

5 There are significant strengths that underpin all of the teaching. All the staff enjoy the pupils' company and very good relationships between pupils and staff set a firm foundation for learning.

6 The quality of the planning is very good, with teachers bringing their own flair to the preparation for lessons. In one literacy session, for example, the teacher talked to the pupils about their 'comforters' after reading them Tony Ross's *The Happy Rag*. They participated earnestly in the class discussion, explaining the reasons for their 'comforters' names and why they found them so helpful. This enabled the pupils to write purposefully from their own experience. Learning tasks are matched well to pupils' attainment and maturity. In the reception and Year 1 class, for example, pupils often work in groups according to age. In one literacy session the younger ones acted out a story in the hall, with the support of the teaching assistant, while the older ones worked in class to write simple storybooks.

7 The very effective planning includes a very good attention to the development of literacy and numeracy skills. However this is set within the context of purposeful and relevant activities, so that pupils learn skills by needing to use them, rather than in isolated activities. This was evident in a literacy session, when pupils learnt about the use of capital letters and full stops by writing their own stories.

8 All teachers explain new ideas very clearly to pupils. They grasp the pupils' interest and imagination by lively presentations and good levels of questioning. They check carefully whether pupils have understood and explain again when it is necessary. This helps pupils to gain confidence as learners.

9 Very good levels of adult support also mean that pupils are frequently engaged in purposeful work or play in a very small group. This helps all to move ahead quickly because of the close attention that they are given. Pupils with special educational needs frequently have individual support and this helps them to make very good progress towards the targets on their individual education plans. Although the level of support is high staff are aware of the need to step back, when necessary, and allow pupils opportunities to develop independent learning skills, such as working out how to spell words for themselves, rather than stepping in and helping them.

10 Teachers make very good use of resources to make the lessons interesting and relevant. In one numeracy session, for example, pupils worked on a range of tasks to do with recognising and describing two-dimensional shapes. The teacher had prepared good quality equipment for each group to use, ranging from straws and pipe cleaners to plastic shapes and hoops. Pupils learnt quickly because they all had opportunities to work with shapes in a practical way. In another lesson, the teacher used an electronic whiteboard to explain the concept of adding and subtracting tens from numbers up to a hundred. The pupils were fascinated by the presentation, were fully involved and moved forward very quickly in understanding.

### **Pupils' behaviour and relationships are very good**

11 Pupils respond very well to the staff's high expectations of sensible behaviour. They enjoy school and are interested in learning.

12 The youngest children settle quickly into school and soon adapt to school routines. They work initially in a small group with a learning support assistant and this helps them to feel very safe and secure in their new environment. Consequently they behave very well because they are confident and happy. They all clearly understand the difference between right and wrong.

This term the group are learning about road safety and, in their role-play, the 'police women' were very keen to note down any misdemeanours related to traffic offences.

13 Older pupils behave very well in both classrooms and at playtimes. They listen carefully to their teachers and immediately respond to any requests. They work well together. During the inspection there were many opportunities for pupils to work in pairs or small groups and in all instances pupils discussed sensibly and shared the equipment fairly. In one class, for example, pupils worked in pairs to sort photographs and post cards into different categories. All managed this well and without any fuss. Pupils look after equipment and resources well. They tidy away sensibly, for example, at the end of sessions.

14 Staff are sensitive to the one or two pupils who have emotional and behavioural difficulties and give them very good support. This helps these pupils to participate fully in school life.

15 At playtimes pupils play happily with their friends. There is plenty for them to do and so they are active and busy at these times. There is rarely any need for staff to talk to pupils about their behaviour.

**The headteacher is an excellent leader and enables staff and governors to make a very effective contribution to the life of the school**

16 The headteacher has an excellent understanding of how young children learn and her experience and expertise underpin her very good leadership skills. She is a particularly effective leader because:

- she gives staff clear guidance about planning work, teaching strategies and assessing how well pupils are doing;
- she continually monitors and evaluates how well teachers and pupils are doing;
- she leads by example;
- she is committed to ensuring that all pupils achieve as well as they can;
- she pays attention to detail.

17 The headteacher has worked very effectively with staff and governors to develop a strong team. She has enabled staff to develop their expertise and make very strong contributions to the work of the school. For example, the senior teacher, who is also responsible for managing the provision for pupils with special educational needs, provides a very safe, secure and yet stimulating environment for pupils in their first two years at school. She is supported very well by a learning support assistant, who works particularly with the youngest children. One part-time teacher has responsibility for older pupils, sharing a class with the headteacher. The very good partnership between the two means that pupils' learning needs are fully met. A part-time music teacher and two further learning support assistants complement the teaching team very effectively.

18 The headteacher has enabled governors to take a full part in school management. She provides them with clear information about the work of the school and this helps them in their planning for the school's future. She works well with the various governor committees, again enabling them to be fully informed so that they can make sensible decisions. This is particularly evident in the work of the finance committee, who budget very wisely to maintain a high level of adult support. The chair of governors has served the school for many years and makes an outstanding contribution to its work. She works very closely with the headteacher and is proactive in liaising with the local education authority and diocese in the school's best interests.

**The work planned for the pupils is interesting and relevant**

19 Planning for work in all subjects is very good. Planning is based on the national guidance for children in the Foundation Stage, the National Curriculum and the Buckinghamshire Agreed Syllabus for religious education. Teachers have adopted the National Literacy and Numeracy Strategies to plan for work in English and mathematics and are using national guidelines as a basis for planning in other subjects. Planning has improved significantly since the last inspection.

20 Interwoven within the planning for all subjects is all teachers' clear understanding of how young children learn. The work based on pupils' own experiences, is purposeful and often practical. Where possible, teachers try to make links between subjects and pupils work on a 'topic', rather than a discrete subject area, and they do this effectively.

21 In the younger pupils' class, for example, pupils are learning about 'ourselves'. In one lesson seen, Year 1 pupils worked in small groups to conduct an investigation to see which part of their body was most sensitive. They worked very well together using objects like feathers and fir cones to touch different parts of the body. They recorded their findings on a chart. They moved ahead very well in this session in their understanding of scientific investigation because of the very well-planned activity.

22 Teachers also plan a balance of activities over the course of the day. This means that pupils spend some time listening to the teacher, some time on practical activities, some time discussing with other pupils, some time recording work and some time reading. This variety and good balance motivates pupils and helps them to remain on task.

23 Good use is made of the local environment and trips out of school to bring learning alive. Pupils visited 'Eythrope Gardens' for example in connection with their harvest work. They went up the church bell tower to get a bird's eye view of the village to help them with their mapping skills.

### **There is a very good partnership with parents and very good links with the village community**

24 Parents are very pleased with all that the school does for their children. The parents' meeting held before the inspection and the responses from the questionnaire were very positive. Both the number of responses and the feelings expressed showed a much higher level of confidence in the school than is normally seen. Several parents also wrote to the inspection team to reiterate their satisfaction with the school.

25 Parents feel positively about the school, not only because they feel that the educational provision is very good, but also because they are involved and welcomed into the school as partners in their children's learning. Staff and governors foster this partnership by:

- talking to parents about their children's progress when the need arises, and not only at parent consultation evenings;
- providing clear and helpful written information through the prospectus and annual report to parents;
- welcoming parental help in school;
- making homework tasks clear to parents.

26 Parents make significant contributions to school life by:

- regular voluntary support, especially on the swimming day;
- organising fund raising and social events through the Cuddington School Association.

27 This very good partnership with parents is echoed by equally strong links with the village, especially the church. The school lies in the heart of the village opposite the church and

plays an important part in village life. The annual summer dancing celebrations, for example, reflect old village traditions and the school's involvement in regular church services reinforces the school's Christian foundation. The vicar and other church leaders are regular visitors to school assemblies and bring a fresh approach to Christian teaching. In one assembly, for example, the minister involved the pupils in acting out a storm on the Sea of Galilee before Jesus walked on the water. Monthly family assemblies in the church are well attended by parents and other parishioners and have encouraged some school families to join the Sunday worship. The village is also the setting for pupils' work on the environment, with village people helping the pupils to learn more about where they live. Recently, for example, one class visited the hairdressers in relation to their work on occupations.

### **Individual pupils' needs are provided for very well within a caring Christian community**

28 The mission statement for the school states that 'Cuddington CE School aims to educate pupils intellectually, physically, emotionally and spiritually in a village school based on Christian Principles'. This forms the foundation for all of the school's work and is particularly evident in the way that the school meets the individual needs of all pupils.

29 All pupils are enabled to reach their full potential, including those with special educational needs and higher attaining pupils. This is because:

- teachers identify pupils' needs early and provide them all with appropriate levels of challenge;
- staff take into account the emotional and spiritual needs of the pupils as well as their academic ones when planning work;
- higher attaining pupils are challenged very effectively;
- pupils with special educational needs are supported very well by teachers and learning support assistants, working at times on individually designed tasks with individual attention;
- assessment procedures are very good and are used very well by teachers to plan the next step in learning;
- parents are fully involved in discussions about their children's progress and support them very well at home.

30 Any visitors to the school are aware of this care from the moment they step through the door to be greeted by a friendly secretary. Displays in the entrance hall celebrate pupils' work. Currently an excellent display about the harvest includes some very high quality drawings by older pupils. The halls and classrooms are clean and tidy with lively displays to catch the eye. This care for the school environment replicates the care that staff have for all pupils.

## **WHAT COULD BE IMPROVED**

31 Within the context of this very good school there are no significant areas for improvement.

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

32 The headteacher, staff and governors have a clear and relevant improvement plan in place for the current year, which will effectively help the school to improve even further.

The priorities for the current year are:

- A focus on mathematics, early years and ICT, within a rolling programme of review, with developments in art and PE planning also highlighted.
- Developing pupils' awareness of other cultures.
- Developing pupils' capacity to demonstrate initiative and improve the impact of parents' involvement within the school.
- Improving security and school attendance.
- Monitoring links between the budget and the school improvement plan.
- Governor training.
- Some redecoration.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	9
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
Number	1	3	4	1	0	0	0
Percentage	11%	33%	44%	11%	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 eleven percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	38
Number of full-time pupils known to be eligible for free school meals	0
<b>Special educational needs</b>	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	5
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	4.1%
National comparative data	5.6%

#### Unauthorised absence

	%
School data	0%
National comparative data	0.5%

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



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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	24	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	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: YR – Y2**

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	16
Average class size	19

#### **Education support staff: YR – Y2**

Total number of education support staff	3
Total aggregate hours worked per week	44

--	--

### **Financial information**

Financial year	2001 - 2002
----------------	-------------

	£
Total income	141,872
Total expenditure	129,462
Expenditure per pupil	3,808
Balance brought forward from previous year	8,412
Balance carried forward to next year	20,822

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0.3
Number of teachers appointed to the school during the last two years	0.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	38
Number of questionnaires returned	22

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	50	45	0	0	5
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	45	55	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	59	41	0	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	77	23	0	0	0
The school provides an interesting range of activities outside lessons.	32	45	14	0	9

*Percentages are rounded up or down to the nearest whole number and may therefore not total exactly 100.*