

INSPECTION REPORT

EAST ANSTEY PRIMARY SCHOOL

East Anstey, Tiverton

LEA area: Devon

Unique reference number: 113146

Headteacher: Mr Tim Gurney

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 16 - 17 September 2002

Inspection number: 247312

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 and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: East Anstey
Tiverton
Devon
Postcode: EX16 9JP

Telephone number: 01398 341369

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Appropriate authority: Governing body

Name of chair of governors: Mr David Blake

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East Anstey is a small rural primary school situated in the village of East Anstey and serves the surrounding area. The 37 pupils on roll, aged from four to 11 years, are taught in two mixed-aged classes. In the mornings the older class is split into two groups, a Year 3/4 group and a Year 5/6 group. Currently, there are nearly twice as many boys as girls. At the time of the inspection, two children were in their foundation year. Approximately 21 per cent of pupils are currently entitled to free school meals and 24 per cent of pupils are listed as requiring some form of special education needs support. These percentages are generally average in relation to national statistics. No pupils have English as an additional language. There is little movement of pupils to and from the school at times other than their normal first admission or when they transfer to secondary school. The attainment of the children on entry to the school, although wide ranging, is generally average.

HOW GOOD THE SCHOOL IS

East Anstey Primary is an effective school where pupils make satisfactory progress in attaining average standards in English, mathematics and science. It provides a sound all round education for its pupils. The school is led and managed well and provides satisfactory value for money.

What the school does well

- Provides well for pupils' personal, social and emotional development within a supportive and caring environment.
- Evaluates its work well and sets appropriate and clear targets for its future development.
- The headteacher provides strong leadership and gives a clear educational direction to the work of the school.

What could be improved

- Pupils' standards of writing in English, mental arithmetic within mathematics and investigative skills in science.
- Procedures for the monitoring of teaching and learning and the role of subject co-ordinators.
- The outdoor resources available for developing children's physical skills in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since it was last inspected in October 1997 and rapid progress has been made over the last term with the appointment of the current headteacher. The school has now addressed all the key issues of the last report. Pupils' standards of attainment in music are now at expected levels due to the better provision and teaching of this subject. Good improvement has been made to the procedures for assessing pupils' attainment and tracking their progress but as these are very new it will take time to assess how effective they are. Curriculum planning is now satisfactory and learning outcomes are set for each lesson. The governors comply with statutory requirements when drawing up their annual report to parents. Very good progress has been made in establishing procedures for evaluating the work of the school and, under the strong leadership of the headteacher, in setting appropriate and clear targets for improvement. The school is well placed to make further improvement.

STANDARDS

Due to the very small numbers of pupils involved, the attainment of the pupils at the end of Year 2 and Year 6 varies from year to year. Over the last few years it has fluctuated from well below to in line with national averages. Last year it was average. No national comparative data is available for this year as yet. Inspection evidence indicates that, overall, pupils' standards of attainment in English, mathematics and science are on track to be at expected levels at the end of Year 2 and Year 6 but that there are weaknesses in some elements in these subjects. In English, Year 6 pupils have made good progress in their writing since Easter when their attainment was below national expectations. However, much of their writing still lacks description and standards of spelling are very variable even amongst more able pupils. The school is aware of this and a current focus of the school improvement and development plan is to raise standards in writing. This appears to be working given the good progress of pupils last term. Pupils' standards in mental arithmetic are also weak with many pupils being uncertain of a range of number facts and this slows the speed of their number calculations. However, improving pupils' mental arithmetic skills has been identified by the school as a development target. Pupils do make satisfactory progress in these subjects and in all other National Curriculum subjects and religious education.

No judgement can be made of the attainment and progress of children in the Foundation Stage as they have only been in school for a few days and are still settling into school routines. However, those pupils who have just completed the Foundation Stage and are now in Year 1 have achieved the Early Learning Goals and are working at the expected level for children of their age.

Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans and receive good support from staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils generally listen attentively to their teachers and apply themselves appropriately to their work. They are beginning to take responsibility for their own learning and to work independently.
Behaviour, in and out of classrooms	Good. Pupils are polite and courteous to others. They are generally well behaved in lessons and when moving around the school. They co-operate well together when needed.
Personal development and relationships	Good. Pupils accept responsibilities willingly and show initiative when younger pupils need help. They are learning to develop personal responsibility in the 'family groupings' instigated by the school.
Attendance	Good. Pupils' attendance is above national averages. They arrive at school on time and are punctual for lessons.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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 quality of teaching and learning is satisfactory overall, and varies from satisfactory to very good. It was satisfactory in approximately two thirds of lessons and good in one third. In one lesson it was very good. Teaching was consistently good or better in the lessons taken by the headteacher. The overall profile of teaching has been maintained since the last inspection.

A significant strength of the good teaching seen was the effective use of tight time structures to ensure that pupils' pace of working was good and that all pupils were challenged by the work set. The teacher had high expectations of what pupils could achieve and managed pupils very well. A weakness in some lessons is that teachers do not always make clear to pupils how much work they expect them to complete in a given period of time and do not provide sufficiently adapted work for all so that more able pupils are challenged appropriately. More is sometimes expected of them but this is only in the amount of work they complete.

The National Literacy and Numeracy Strategies have been implemented satisfactorily. Teaching in English and mathematics is satisfactory overall and good in the classes taken by the headteacher. No lessons were observed in science. Teaching in other subjects, such as design and technology and history, is satisfactory. Lessons are generally planned well in all classes but in the better quality teaching the pace of lessons is brisk and activities motivate pupils to give of their best and to make good progress.

The quality of teaching of pupils with special educational needs is satisfactory. Good provision is made for these pupils and their progress in the lessons observed during the inspection was satisfactory. However, evidence from the school's special educational needs records shows that some pupils have made good progress over time and are now working at the same level as others in their year group.

Homework is used satisfactorily to support pupils' learning. Recent improvements, made at the start of this term, ensure that homework is more regularly set and consolidates what pupils have learned at school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and relevant. The National Literacy and Numeracy Strategies are in place. All pupils have equal access to the curriculum. There is a sound range of extra-curricular activities.

Provision for pupils with special educational needs	Good. The co-ordinator has made a good start in reviewing the school's provision for these pupils so that procedures comply with the government's new guidelines. Individual education plans set clear, attainable targets for pupils to achieve and they and their parents are now being more involved in deciding those targets.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. Opportunities are provided for pupils to reflect on their own and other pupils' actions and to settle disagreements by discussion and consensus. The school's very good links with the community and partner institutions provide frequent opportunities for pupils to socialise with others and to take part in a range of activities. Opportunities are provided for pupils to learn about the cultures and faiths of the many diverse groups in Britain today.
How well the school cares for its pupils	Good. Staff know their pupils well and give a great deal of their own time in supervising all pupils throughout the day and ensuring their safety and well-being.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The strong leadership of the headteacher gives a clear educational direction to the work of the school. However, although planned, no formal monitoring of the quality of teaching and learning in classrooms has yet taken place. The role of subject co-ordinators is as yet underdeveloped.
How well the governors fulfil their responsibilities	Satisfactory. Governors are enthusiastic, very supportive of pupils, parents and staff, and fulfil their statutory duties. They are beginning to develop a more strategic view for the future development of the school and to monitor the school's work more closely.
The school's evaluation of its performance	Good. Rapid development has been made in establishing effective self-evaluation procedures over the last term. Staff and governors are now more aware of the school's strengths and weaknesses and are beginning to take appropriate action to remedy the weaknesses identified.
The strategic use of resources	Good. The headteacher and governors ensure that the school's budget is spent wisely to support school priorities for improvement. All specific grants are used effectively and the principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Staff are approachable.• The school cares for their children very well and is helping them to become more mature.• The school expects pupils to work hard.	<ul style="list-style-type: none">• The provision for extra-curricular activities.

Inspectors strongly endorse parents' positive views of the school. With the new improvements made since the start of the term, the school's provision for extra-curricular activities was judged to be satisfactory. Parents are very supportive of the school and are appreciative of the hard work and commitment of the staff.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Provides well for pupils' personal, social and emotional development within a supportive and caring environment.

1. All staff contribute positively to the school's provision for ensuring pupils' safety and well-being. Staff give freely of their own time during break and lunchtimes to supervise pupils and to ensure that any accidents are dealt with effectively and efficiently. Pupils' social development is very well supported by the provision of regular discussion periods called 'circle time' for pupils to talk over issues that face them as part of everyday life. Personal problems in relationships with others encountered by pupils are often a focus of these discussions as are more general issues such as the responsibilities of citizenship. Pupils can also request 'Bubble time' which involves more personal and individual discussions amongst pupils with a member of staff. These different sessions help pupils to build up a set of social and moral values on which they can base their relationships with others and live their lives. All staff set very good role models of how to behave and are always polite and courteous to pupils.
2. All pupils are expected to show care and consideration for others both in classrooms and around the school. This they readily do. Nowhere is this better demonstrated than in the Japanese Garden where pupils can request to discuss any personal problems with a teacher and or one of their peers. The garden is set out to establish a calm environment and there is a bench to sit on during discussions. Pupils' social and moral development is very well supported through the school's day-to-day life. Conversations between staff and pupils reinforce ideas of right and wrong and help pupils to develop caring attitudes. This was observed during the inspection when a teacher took time out during the morning break at the request of a pupil to speak with her and her friend about a disagreement they were having. As a result, pupils are open and honest about their thoughts and feelings and feel valued by staff.
3. Pupils' achievements are celebrated regularly in assemblies and by the praise and encouragement they receive from staff on a daily basis. The school is involving pupils in their work and the progress they are making by encouraging them to work towards the targets set for them by their teachers and to decide through discussion what those targets should be. This is having a positive effect on pupils' progress, particularly in Years 5 and 6 where this process has already begun.
4. The school is aware of the need to help pupils to develop an awareness of other areas than the one in which they live and to be aware of the range of cultures in Britain today. Religious education makes a good contribution to pupils' knowledge and understanding of various faiths and cultural traditions. Through the school's very good links with the community and partner institutions, regular opportunities are given to pupils to experience a range of cultures. In recent times pupils have been involved in a study week with other local schools involving the five major religions of Christianity, Hinduism, Islam, Buddhism and Judaism. One assembly observed during the inspection involved finding out about a Hindu creation story and pupils were able to compare it with how in Christianity God created the world in seven days.
5. The school works hard to ensure pupils exercise regularly. Each day starts with pupils running two laps around the school. The lack of a school hall makes teaching

gymnastics difficult as space is limited. However, frequent opportunities are provided in all other elements of the physical education curriculum, including swimming and outdoor and adventurous play. The school field has recently been levelled to provide a better surface for outdoor play and sports. Sports clubs include after school football, netball and rugby. The school is also part of the Healthy Schools Project.

6. Pupils make good progress in their personal development. Frequent opportunities are given to pupils to take responsibility and there is a high expectation that older pupils will help the younger ones. For example, older pupils are paired with Foundation Stage, Year 1 and Year 2 pupils to help them with their reading. Pupils have recently been divided into 'family' groupings so that pupils, whatever their age, feel part of the school community and older pupils demonstrate responsibility in looking after them, for example, during the midday meal.

Evaluates its performance well and sets appropriate and clear targets for its future development.

7. The headteacher has quickly established procedures for monitoring the work of the school. An initial audit of the school was carried out last term and strengths and weaknesses noted. This work involved all staff and governors. As a result, a clear three-year development and improvement plan has been established which clearly indicates targets for improvement and how these will be achieved. Shortages in learning resources to support teaching have been quickly addressed and learning resources are now satisfactory in all subjects. The learning environment of the school has been improved and a cycle of refurbishment begun. For example, the headteacher himself has repainted the junior classrooms. Plans to improve the buildings still further are planned but will take longer to achieve.
8. There is now a yearly timetable of the assessments which will take place and these involve all staff and the governing body. The timetable includes progress tasks to be carried out; for example, this term all pupils will complete a story plan with the opening of the story or the development of the characters detailed. Staff will then meet to discuss the results and to level the work by National Curriculum descriptors to show how far pupils have progressed in their writing. This will ensure that all teachers have similar expectations of pupils and ensure that previously identified areas of weakness are addressed.
9. The headteacher has carried out a thorough scrutiny of pupils' results in national tests and this has revealed what pupils do well and where there are difficulties, such as the fact that pupils have better reading than writing skills, lack speed and accuracy in their mental arithmetic skills and have few opportunities for developing their skills in scientific enquiry. The focus for development is now to improve these weaknesses.
10. The headteacher is keen for the governing body to be fully involved in monitoring the work of the school. Governors for their part are also keen to fulfil their roles and responsibilities to the school. All governors received training last term from the local education authority about monitoring and evaluating the work of the school and how they can act as a 'critical' friend. They now feel better informed by the headteacher about what is going on in the school and how well pupils are achieving. Governors have a clear view about raising standards and the action needed to do so. They are soon to restart carrying out their own visits to the school to look at pupils' progress in writing which is a current development focus.

The headteacher provides strong leadership and gives a clear educational direction

to the work of the school

11. The headteacher, who has only been in post since Easter, provides good leadership that is strong and effective. He has successfully brought the school through a rapid period of change ensuring the involvement and support of all staff, parents and governors. While making progress in areas which needed development, he has ensured that what the school does well has been retained. For example, the good provision made for pupils' personal and social development has been further improved by their greater involvement in their own learning and by the establishment of family groupings to ensure all pupils are well looked after by other pupils as well as by staff.
12. The headteacher is committed to improving the school environment and making it more stimulating and exciting. Improving the school grounds has been a recent development. For example, part of the school grounds are now flat and when the new grass is established, will provide a better play surface for the development of pupils' sports skills and outdoor play facilities. Part of the school interior has been redecorated and improvement to the school buildings are being discussed with the governors and local education authority. The headteacher has introduced new and effective tracking procedures of the pupils' attainment and progress. Individual records detail what pupils have achieved so far during their time at the school. These have been effectively used to set targets for improvement which are displayed in the classroom and in pupils' books. As a result, pupils are now more aware of what they need to do to improve their work. The headteacher leads by example and is an exemplar of good practice.

WHAT COULD BE IMPROVED

Pupils' standards of attainment in writing in English, mental arithmetic in mathematics and investigative skills in science.

13. Results from the 2002 National Curriculum tests for Year 6 pupils are shown by the school's own value added data to be disappointing when compared with their attainment at the end of Year 2. Since the appointment of the new headteacher an increased focus on developing pupils' writing has taken place and this has ensured that last term the current group of Year 6 pupils made good progress in writing. The work of more able pupils is beginning to show better skills of description, such as "An old oak door guards a dusty old room" and ".....jackels howling dragging the corpses...." but as can be seen from the above their spelling is weak and a scrutiny of their work shows little evidence of more extended pieces of writing. The writing of more average pupils as yet lacks description and again standards of spelling are weak. Under the direction of the headteacher, who is well aware of the pupils' problems, pupils are able to write in a range of different formats including letters, stories, poetry, reports and reviews. The marking of pupils' work is regular and supportive and indicates how they could improve their work. Target setting has been introduced and pupils are being involved in this process. Standards are rising in writing but are not yet at the expected levels for the ability of the pupils. Governors have been made aware of this and are to focus on pupils' standards in writing during their monitoring visits this term.
14. A number of pupils' skills in mental arithmetic are also below expectations at present with many pupils, including the more able, being insecure about frequently used number facts including their times tables. Consequently, the headteacher has increased the emphasis given to these skills in mental arithmetic sessions at the start

of numeracy lessons and through special short sessions with pupils learning by rote their times tables. In the mental arithmetic session observed during the inspection of the headteacher's Year 5 and 6 numeracy lesson, the pace of work was brisk and pupils were expected to respond quickly when adding two two-digit numbers. The difficulty of the question was adapted to challenge pupils of different abilities. However, in other numeracy sessions, mental arithmetic work was less well adapted to meet the needs of pupils of different ability groups, particularly the more able, and teachers' expectations of the pace of pupils' work was low.

15. A scrutiny of pupils' work in science last term reveals that relatively little scientific enquiry took place. There is very little evidence of older pupils being challenged to choose their own resources and set up their own experiments to answer a question posed by the teacher. This is a missed opportunity to encourage enquiry skills and develop real scientific thinking. The improvement of pupils' scientific enquiry skills is currently a focus for development by the co-ordinator.

Procedures for the monitoring of teaching and learning and developing the role of subject co-ordinators.

16. The headteacher has improved many facets of the work of the school and knows what the school does well and what could be improved. However, as yet no formal or systematic monitoring of the quality of teaching and learning has taken place. The headteacher has informally monitored his colleagues and there has been an increase in the provision of professional training available to staff. However, as yet the school is unaware of teachers' individual strengths and weaknesses and what does and does not work well. The sharing of good practice has yet to begin except through discussion and planning. Procedures for the monitoring of pupils' standards of attainment through target setting and closer tracking of individual pupils' progress are developing and a timetable of progress evaluations has been set up. Much has been accomplished in a short period of time by the headteacher but he is aware that much more needs to be achieved.
17. With the appointment of the new headteacher, subject co-ordinator responsibilities have changed and staff are made more aware of the role they are expected to take in leading the development of their subject. Teachers are now aware of the need to have a whole-school view of the curriculum provision made for their subjects and the standards pupils achieve in them. This work is progressing and a manageable timetable for development has been agreed with staff. However, as yet the role of subject co-ordinators remains underdeveloped.

The outdoor resources available for developing children's physical skills in the Foundation Stage.

18. There is no secure outdoor play area for children in the Foundation Stage or a range of equipment available. Children join in with Year 1 and 2 for physical education lessons and this provides some physical activity. However, as was observed during the inspection, this provision is not always suitable for children of this age and does not always address their physical development satisfactorily. The headteacher is seeking to improve the accommodation and facilities at the school in many ways and increasing outdoor play areas and resources for all pupils is included.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff, with the support of outside agencies as appropriate, should ensure that the targets of the current school development and improvement plan are achieved by:

- (1) Raising pupils' standards of attainment by:
 - i. continuing to focus on the development of pupils' writing skills and their standards of spelling;
 - ii. providing frequent opportunities for pupils to improve their mental arithmetic skills;
 - iii. providing more opportunities for pupils to develop their skills of scientific enquiry by challenging them to design their own experiments and record their findings;
 - iv. more consistently providing sufficiently adapted work to meet the needs of more able pupils.
- (2) Carrying out the school's agreed procedures for monitoring the quality of teaching and learning and developing the role of co-ordinators by:
 - i. more formal monitoring of teaching and learning by teaching staff;
 - ii. developing the role of subject co-ordinators in monitoring curriculum provision and the standards pupils' attain in their subjects.
- (3) Improving the school's provision for developing Foundation Stage children's outdoor play by:
 - i. establishing a secure outside play area;
 - ii. improving the resources available, such as climbing equipment and wheeled play vehicles.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	3	8	0	0	0
Percentage	0	8	25	67	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 eight percentage points.

Information about the school's pupils

Pupils on the school's roll	Y[R – Y6]
Number of pupils on the school's roll (FTE for part-time pupils)	37
Number of full-time pupils known to be eligible for free school meals	8
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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

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
36	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

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 – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	14.6
Average class size	19.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	19.5

FTE means full-time equivalent.

Financial information

Financial year	2001 – 2002
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	£
Total income	144,598
Total expenditure	144,462
Expenditure per pupil	4,013
Balance brought forward from previous year	9,705
Balance carried forward to next year	9,841

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	38
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	45	0	0	0
My child is making good progress in school.	55	35	10	0	0
Behaviour in the school is good.	35	65	0	0	0
My child gets the right amount of work to do at home.	40	40	15	0	5
The teaching is good.	55	40	0	0	5
I am kept well informed about how my child is getting on.	45	45	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	55	45	0	0	0
The school is well led and managed.	55	40	0	0	5
The school is helping my child become mature and responsible.	65	30	0	0	5
The school provides an interesting range of activities outside lessons.	10	50	35	5	0

Other issues raised by parents

Parents appreciated the fact that lunchtime meals were cooked on site and the information they received about the menus. They were cheered that the school uniform was being more rigorously enforced by the new headteacher than was previously the case. Parents felt that there was good provision for swimming and art. They felt that there were not many out of school activities but that the headteacher was improving this situation.