

# INSPECTION REPORT

## **ROOKHOPE PRIMARY SCHOOL**

Bishop Auckland

LEA area: Durham

Unique reference number: 114063

Headteacher: Ms Jane Howstan

Reporting inspector: Mr Phil Snelling  
3624

Dates of inspection: 10<sup>th</sup> - 12<sup>th</sup> March 2003

Inspection number: 247422

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Rookhope Weardale Bishop Auckland County Durham
Postcode:	DL13 2DA
Telephone number:	01388 517268
Fax number:	01388 517036
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs B Lonsdale
Date of previous inspection:	October 1997

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

### **INFORMATION ABOUT THE SCHOOL**

Rookhope Primary School is situated in the rural village of Rookhope, in the upper valley of the River Wear in County Durham. It is smaller than most primary schools, with 24 pupils on roll aged between 4 and 11 years, and almost equal numbers of boys and girls. The school has two classes. The headteacher and second in charge, teach these pupils for almost all of the time, with two part-time teachers teaching a few class lessons or supporting groups. Pupils in reception, Year 1 and Year 2 are in one class, those in Year 3 to Year 6 in the other. Most pupils live in the village or the surrounding area. Almost all pupils are white and there are no pupils from homes where English is not the language mainly spoken. Pupils come from a variety of backgrounds, so when they start in reception they show a wide range of attainment. Overall, it is generally as expected for their ages. The number of pupils who join or leave during a school year can fluctuate considerably; at present the school is growing after a dip in numbers. The school has a larger than usual number of pupils with special educational needs, who are beyond the first stages of concern, and also a larger number than usual with statements. Most of these children have problems with communication, whilst some have emotional and behavioural difficulties. The school also provides for looked after children as the need arises. The number of children eligible for free school meals fluctuates; at present there are three, which is a little less than the average percentage.

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

Rookhope is a lively school, which enables children to achieve well whatever their starting point. Staff are committed to developing their pupils as individuals and the good teaching results in interesting and enjoyable learning. The school is successful at helping pupils reach high standards in their personal development as well as good standards in subjects. It promotes close and useful links with the village and local area. The headteacher, new since the previous inspection, gives very good leadership and direction to the school. The school gives good value for money.

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

- The school enables pupils with a wide range of abilities and learning needs to achieve well;
- The school places high priority on pupils' personal development and they respond with sensitivity, a well-developed work ethic and very good behaviour;
- The headteacher's very good leadership is moving the school forward strongly.

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

- The pupils' achievement in writing does not match the high level of their achievement in reading.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has improved in many ways since the previous inspection in 1997, when in most aspects it was judged to be satisfactory. The main issue for the school to improve concerned the one in ten lessons that were judged unsatisfactory; there is no unsatisfactory teaching now. Pupils' achievement is better, as is their behaviour and personal development. The school is moving forward more vigorously than it was, attracting new pupils and reaching out more openly into the community. A nursery, due to open soon, will further support this trend.

## STANDARDS

In schools where there are 10 or fewer pupils taking the national tests for 11-year-olds, no results are published. The data drawn from such small numbers is not reliable enough to show valid comparisons with other schools. However, taking into consideration trends over the past four years and current work, inspection findings show that from year-to-year many pupils reach above average standards in reading, mathematics and science. Standards in writing are closer to average at age 11. During this time, pupils have not usually reached such high standards by the end of Year 2 but this year, working with their new teacher, pupils are on course to do well. Staff know the capabilities of the small number of children well and set appropriate targets for them to achieve.

Pupils throughout the school make good progress. Those in the reception year achieve well and most reach the expected goals for this age and are working at the early stages of the national curriculum by the end of the year. Pupils with special needs and looked after children make very good gains and achieve well in relation to their abilities and emotional difficulties. Higher achievers are stretched better in their literacy and numeracy work than in some other subjects. Pupils with exceptional gifts and talents are given additional opportunities to use these. Boys and girls make equally good progress.

Pupils make good progress through interesting work across all subjects. In science they undertake a lot of investigative work and soon become able to record the outcomes of their tests competently. Information and communication technology (ICT) is used well across subjects. All pupils learn French, quickly gaining the language to answer simple questions such as their name and age. Through music and dance pupils develop skills such as a strong sense of rhythm, and in history and geography learn much about their local heritage.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils respond very well to what the school offers. Pupils enjoy school and try very hard with their work because they find it interesting and enjoyable.
Behaviour, in and out of classrooms	Very good. Pupils behave sensibly throughout the day whether in the building or in the playground. They are friendly, polite and courteous.
Personal development and relationships	Very good. Pupils get on with each other very well. Older and younger ones mix freely and naturally. This helps younger ones to gain confidence and develop their independence, and older ones to show their responsibility.
Attendance	Satisfactory.

Pupils make great strides in their personal development as a result of the school's very good provision for personal, social and health and citizenship education (PSHCE) programme.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching overall is good across the school, with some very good lessons as well as some that are satisfactory. Teachers expect a lot of the children and they respond readily. The best lessons are run at a lively pace and include interesting activities, which inspire pupils and keep them busy from start to finish. Teachers are clear about what they want the children to learn and they make them think by asking probing questions until they offer full answers. The introductions reflect the teachers' good knowledge of subject content when they explain new ideas to pupils or correct their misunderstandings. Pupils are confident and not afraid to try things out for themselves because relationships are so good. They are happy to seek information and to find answers to problems. They enjoy discussions and are keen to answer questions.

Literacy and numeracy are taught well. Helpful comments in marking the content of children's work give them pointers as to how well they have done or how they might improve their work by doing things differently. However, there is not such close attention given to the way children present their work. Teachers use their subject knowledge effectively to achieve objectives such as developing the children's understanding of the correct terms and language to use in mathematics and English. They concentrate hard on enabling pupils to learn the strategies they need to carry out mathematical calculations or solve problems. They create plenty of opportunities for pupils to use their literacy skills in other subjects through providing opportunities to read, though more could be done in promoting their writing. Practical science, design and technology, geography and weekly 'investigation' lessons offer pupils good opportunities to use their mathematical skills.

In most lessons, sufficient challenge is provided to stretch pupils of all ages and abilities. Pupils with special educational needs are always supported well and make very good progress. Sometimes they undertake separate work, at other times the same as the rest of the class but carefully adapted. They are given valuable extra help both in class and individually. The older and more able pupils are best challenged in literacy and numeracy. In other subjects like history and religious education, more opportunities could be offered to them to use their skills and knowledge by making choices within the activities they undertake and in the way they do them.

Although there are only a small number of teachers, they use their skills well in moving between classes to teach to their strengths. The school makes good use of expert visiting teachers in music and physical education.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is high quality. The learning opportunities are rich and varied from French through ICT to dance and music. A strong emphasis is placed on giving pupils the skills to find things out for themselves and to solve problems.
Provision for pupils with special educational needs	Very good. The small numbers allow for all pupils' needs to be met through individual approaches and this is of particular benefit to these pupils. The school is successful in giving all pupils confidence and helping them to cope with the same curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school is particularly effective at raising pupils' moral and social awareness and in helping them develop tolerance and respect for each other. It values pupils as individuals and promotes their understanding of different races and cultures effectively.
How well the school cares for its pupils	Excellent. There are first-rate procedures for ensuring child protection. The school has a strong approach to analysing and meeting the needs of

	every child.
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Good use is made of the wider community, visits and visitors to enrich the curriculum. This contributes particularly to the school's belief in the importance of practical experiences as a basis for learning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very strong. The new headteacher has a clear vision for the school and pursues it with much skill and enthusiasm. This gives a strong lead in moving the school forward. The new second in charge plays a full part in contributing to and sharing decisions and responsibilities.
How well the governors fulfil their responsibilities	Good. Governors are becoming more involved through observing lessons to help strengthen their awareness of how well the school is doing. The development of ICT benefits from governors' expertise.
The school's evaluation of its performance	Good. Adjustments have been made to the curriculum and teaching based on analysis of the school's achievements. The process by which teachers observe each other and share their observations could be more rigorous.
The strategic use of resources	Good. Finances are efficiently managed. The school draws on local school cluster activities well to gain access to a wider curriculum. It gets particularly good value from the money spent on special needs.

The headteacher and governors are committed to promoting the school as part of the local community. They seek the views of parents and pupils in making decisions and respond to their suggestions.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The way the children like school;</li> <li>• The ease with which they can approach the head and teachers;</li> <li>• The way the school expects their children to work hard and the progress they make;</li> <li>• The good quality teaching;</li> <li>• How well led and managed the school is.</li> </ul>	<ul style="list-style-type: none"> <li>• One or two are unhappy with the amount of homework.</li> </ul>

Parents have a very high opinion of the school. Inspectors totally agree with the strengths that the parents identify. The levels of homework are in line with those found in most schools.

## **PART B: COMMENTARY**

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

#### **The school enables pupils with a wide range of abilities and learning needs to achieve well**

1. In both key stages there is a solid base of good teaching, which helps the pupils to achieve well. In the reception and infant class, the needs of the youngest children are catered for successfully and appropriate attention is given to the requirements of the Foundation Stage curriculum. As children progress through the school or new children arrive in the later years, the staff keep a very close eye on their achievements and plan their next work carefully. As a result, children with some very complex learning and emotional needs are successfully settled into the school and make very good progress.
2. There are particular strengths that make the teaching successful. Very good relationships between the adults and children in the school are at the heart of this. Pupils find learning enjoyable and they are confident to speak out, offer ideas and answer questions. The way teachers ask questions shows good knowledge of the subjects they teach. For example, in a literacy lesson for older pupils, the question 'how do you know it's a myth?' provoked a thoughtful explanation from a pupil. Teachers use the correct subject language, so older pupils are comfortable with questions such as 'What conventions does the author use to take you from the beginning of this text to the end?' Their grasp of the language was later demonstrated when one pupil exclaimed 'he's using antonyms!' at a particular point in the text. Explanations to younger children similarly reflect this use of correct terms; for example, when infant pupils in mathematics were asked 'what is a prediction?' and 'what is a method?' they were able to explain.
3. Another strong feature of the teaching and learning is the interesting and well-presented tasks usually given to the children. These hold their interests and help them to sustain their concentration to the end. Younger pupils were dying to open mathematical problems given to them in sealed envelopes or to visit the 'Land of Sweets' in their dance lesson. Older children were very keen to solve numerical problems based on discussion of a family tree of Kings and Queens in the middle ages, interpreting the table, working out mentally the length of reigns and explaining how they had done it. In a history lesson the teacher's use of her grandmother's Victorian underclothing brought from the attic effectively raised pupils' awareness of how modern clothes differ from those of the past.
4. With only two classes in the school, teachers are faced with teaching pupils of a wide range of abilities and ages. At most times they handle this range well because they use their knowledge of individuals to plan the work. Where pupils need to make up ground the school offers extra help through additional attention in class or individual help from a support teacher or assistant. Such help is very effective in boosting the children's basic literacy skills or their confidence as learners, which enables them to play a fuller part in all lessons. In class, teachers show great sensitivity to the needs of those with learning difficulties, as seen, for example, in a dance lesson when extra thinking time and encouragement were given. Now and then, this good knowledge of individuals is not fully used to stretch the most able pupils and hurry them on as much as they could. For example, in an otherwise good infant mathematics lesson, the most able pupils were fired up and ready to go to their activity but were not given the go ahead until they had listened to instructions for other groups as well. In a history lesson for older pupils the challenge to the more

- able could have been higher by giving them more choice in how they recorded and presented their work.
5. Whilst the school gives due weight to teaching basic literacy and numeracy skills, it values the wider curriculum and in so doing, offers a broad range of learning opportunities to the children. Despite this being a small school, there is something for everyone. French is taught regularly to every pupil and they all have ample time to use computers. Where the school is unable to provide from within, it seeks help from outside by joining with other small schools (cluster activities) or participating in programmes such as those provided by 'Sport England.' For example, a games session was seen in which all the junior pupils participated in a lesson on table tennis. The visiting teacher was very skilled and the lesson very well planned and delivered using ordinary tables available in the school and other small equipment brought in. Gymnastics, dance and netball are covered by the same programme at other times in the year.
  6. Pupils with particular gifts and talents take part in a project (MAT), which involves the participating schools each providing extra lessons in one curriculum area. This has involved pupils from Rookhope with high abilities in mathematics, music and art. Three schools are working together using ICT to raise writing achievement for more able pupils, who email work to each other as part of a literacy project. As well as working with its 'cluster', the school further enriches the curriculum by its use of local organisations and the locality itself. Opportunities for all range from bird watches with the RSPB and a 'Rural Rangers' project at a nearby forest, through to watching a Shakespeare play at a Sunderland theatre and attending pantomimes at a secondary school.

**The school places high priority on pupils' personal development and they respond with sensitivity, a well-developed work ethic and very good behaviour**

7. This is a small school with a huge desire to inspire pupils to develop the personal qualities valued by society. Much of its very positive atmosphere for learning hinges on the high priority staff place on pupils learning to value each individual's contribution to the school community. Pupils learn what it means to be part of this special 'school family' from their very first day and teachers make a very strong contribution to children's spiritual, moral, social and cultural development.
8. Staff create a school environment that offers pupils true security and they really enjoy being there. They throw themselves into all the interesting activities offered by teachers and concentrate really well until each task is finished. Pupils take pride in the work they produce and many are very keen to show adults what they can do.
9. Adults consistently set very high expectations of how pupils will behave and this is reflected in the very calm and orderly classrooms and playground. Teachers encourage pupils to help to formulate their own classroom rules and they take careful heed of these. In most lessons, the interesting activities offered to pupils make them want to stick at tasks and finish what they have started. The school offers greater responsibility for the well being of others to the oldest pupils who become 'Buddies' to the younger children. This system is run by the pupils and ensures that no unacceptable behaviour occurs outside lessons. Pupils learn to assess a situation and decide how best to resolve the problem and this teaches them to become more aware of the feelings of others.
10. Although there is a large age range in lessons, pupils constantly demonstrate maturity in the way they react to one another. It is significant that pupils of many abilities and vastly differing ages not only work co-operatively during lessons but also grab playtime opportunities for 'whole school' games of football. The playground is a very happy and lively place and everyone participates in the fun. Older pupils take

- care not to be too rough and the younger ones are competitive as they jostle energetically for the ball.
11. Without doubt, pupils take their lead from the excellent models offered by adults in the school; they learn to foster meaningful relationships with everyone. The headteacher sets a fine example as she values the contributions of all pupils during lessons. In one French lesson, she listened to one boy with special educational needs and exclaimed, 'Oh, I love your pronunciation - say it again!' as he told her his name. He beamed with delight as he replied.
  12. Pupils are equally unselfconscious about acknowledging success. During one dance lesson, the teacher asked individuals to model some of their most successful attempts as they beat out the rhythm of their favourite sweet through dance movements. One little girl was particularly impressive and an older boy burst into spontaneous applause as she finished her moves. Such a warm response is rarely seen and truly reflects the 'feeling of family' here.
  13. Pupils are hugely supportive of each other and this adds significantly to their progress. If someone needs help, it is offered. For example, older pupils get up, unbidden, in assembly and quickly find the correct hymn when younger children struggle with the higher numbers. Pupils show gratitude, not embarrassment, for any help they receive, as it is an everyday occurrence. Equally, in lessons, pupils are 'tuned in' to the struggles of their neighbours. For example, during a lesson in the computer suite, infant pupils supported each other's learning when the teacher was occupied with one particular child. A reception girl calmly got up and rectified a problem for a Year 1 boy who could not get his computer to work properly and this helped him to start work instead of waiting for the teacher. Staff and pupils treat everyone alike, whatever their particular individual needs and every child is fully included in all school activities.
  14. The school's programme of PSHCE is very well considered and enables pupils to reflect upon many aspects of their own and others' development. There is a detailed programme that ensures pupils learn about healthy lifestyles and what it means to be a useful member of society. Crucially, they are able to put this into practice each day as they learn to recognise each other's strengths and weaknesses and to adjust to these. Pupils also benefit from 'Circle Time' when they sit together in a circle and reflect on a variety of moral, social and personal dilemmas.
  15. Parents value the approach of staff in their management of children's behaviour and they report that their children become increasingly mature as they attend school. The headteacher is very efficient at letting parents know what is happening with their children, both academically and socially, and parents feel both well informed and involved in their children's learning. They help to reinforce at home the ideals promoted by staff in school.

### **The headteacher's very good leadership is moving the school forward strongly**

16. Since her appointment, the headteacher has offered the school a clear vision of how it needs to move forward and has effectively drawn together the efforts of staff and governors in working towards it. A key part of the plan is to increase the numbers of pupils by raising the profile of the school in the local and wider community and building its reputation as a place where all children can succeed. This initiative is beginning to show results already in a steady increase in the number of pupils attending, some of whom have joined from other schools where they were finding learning more difficult. Comments made at the parents' meeting confirmed how quickly and how well all new children settle into the school community.

17. The headteacher has breathed new life into the supportive governing body, which is becoming increasingly active. For example, governors now make well planned classroom visits to observe the children at work and this enables them to have a greater understanding when discussing the achievements or needs of the school. Uncharted waters were crossed in the appointment of the teacher who is second in charge, with children involved in the appointment process. To help the school reach the right appointment, pupils from the school council interviewed the candidates and reported back to the governors on who they wished to be appointed and why. Their views were given due weight in arriving at an appointment. Initiatives such as this have a real influence on the ethos of the school and truly reflect the aims in practice.
18. The school's systems for evaluating how well it is doing are becoming firmly established. The headteacher has a clear view of what could be better, analysing data to show what is strong and what needs to be improved. Data is also used in other ways. For example, pupils have targets for improvement in literacy, numeracy and science which they are involved in setting and which are reviewed half termly. Systems for assessing and tracking pupils' progress against these targets are highly reliant on the close knowledge teachers have of the pupils rather than systematic review and recording. There is potential for improvement here and the school has recognised this through the recent introduction of new recording books. Teaching and learning are evaluated by the headteacher observing lessons and by the teachers observing each other. These systems would also benefit from a greater rigour to help get to the heart of what needs to be done to take teaching quality to an even higher plane.
19. A strong element in the success of the headteacher's leadership is in the way she has established a team approach where all contributions are valued. The outcome is a strong sense of community within the school where all involved play a full part. Staff with responsibilities lead their areas well. For example, good leadership in PSHCE and special educational needs, results in high quality provision for these areas and consequently pupils' very good progress in their personal development. Parents hold the school in high esteem. At the parents' meeting they described it as a place where 'we are listened to and heard' and 'there is true mutual respect between parents and the school'. Their views are sought on major developments and their concerns are listened to. For example, many of the children travel to school by bus. Parents were concerned that the buses used had no seat belts and raised their concerns with the headteacher. A new deal was soon negotiated with a travel firm that now supplies mini buses with seatbelts and the school has gained from a better financial deal.

## **WHAT COULD BE IMPROVED**

### **The pupils' achievement in writing does not match the high level of their achievement in reading.**

20. The school has already recognised from its analysis of data that pupils' achievement in writing is not as strong as it is in reading. Raising achievement in writing is included as a priority in the current School Management Plan (2002–2003). The lesson timetable has already been adjusted in Key Stage 2, giving greater time to literacy to enable more opportunities for pupils to undertake extended writing. This measure is having an impact and so is better teaching of writing in Key Stage 1, where standards are higher than they have been in the past. Writing is taught well within the daily literacy lessons and pupils write in a range of different ways such as producing accounts, instructions, arguments, explanations, stories and poetry. Nevertheless, there are further improvements to be addressed to drive up writing standards to the best levels achievable.

21. Standards in handwriting are not high enough in Key Stage 2 though they are now better in Key Stage 1. Most children learn to write competently and good attention is given to teaching the skills in handwriting lessons. However, these skills are not transferred well to the pupils' other work. As a result, standards slip and the work of older pupils especially can be untidy.
22. Spelling punctuation and grammar are generally at the level to be expected for the children's ages. Teaching of these aspects is included in the literacy lessons. Again, however, there are mistakes in these made in the pupils' work in other subjects that are not challenged rigorously enough through marking.
23. The opportunities that pupils have to apply their writing skills in their work in other subjects are fewer than they might be. Opportunities are missed in subjects such as history and religious education when pupils, especially the older and more able, are given worksheets to complete when they don't need them. Sometimes the content of writing is the same for all pupils across the key stage. In contrast, some of their science work shows that older pupils can record for themselves without frameworks. However, even when pupils are given the opportunity to create their own tables for recording, the standard of presentation is too often low. Teachers do not give enough guidance or have high enough expectations about how the work should be set out. For example, table lines are drawn without good use of rulers and sometimes titles are underlined and dates clearly written, at other times they are not. These are lost opportunities for pupils to extend and refine their writing skills and for older more able pupils to be further stretched in the Foundation subjects
24. Whilst teachers' marking gives pupils very good feedback and guidance on the content of their work, it does not challenge these low standards of presentation or give guidance as to how this aspect might improve. The school is further improving the way it keeps a check on pupils' progress and they are set targets in their literacy work. There is scope for further improvement in writing, with targets that are shorter term and more individual. Assessments of the levels pupils have reached could then be used to give a stronger pointer to where each child needs to go next.

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

25. To continue to raise standards, the governors, headteacher and staff should:

##### **Raise achievement in pupils' writing by:**

- maximising their opportunities to write in other subjects;
- setting higher expectations for standards of presentation, neatness and handwriting across the school;
- minimising the amount of worksheets and frameworks given to more able pupils;
- making sharper assessments and setting more precise targets for children on how to improve their writing, sharing these with pupils and marking their work against them.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	10
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	0	3	3	4	0	0	0
Percentage	0	30	30	40	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 ten percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24
Number of full-time pupils known to be eligible for free school meals	3
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	7
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<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	3
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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	21	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– Y6

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	10
Average class size	12

### Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	26

FTE means full-time equivalent.

## Financial information

Financial year	2001 / 2002
	£
Total income	162756
Total expenditure	147218
Expenditure per pupil	4656
Balance brought forward from previous year	10591
Balance carried forward to next year	15538



### **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)	0.4
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	31
Number of questionnaires returned	25

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	92	8	0	0	0
My child is making good progress in school.	88	9	0	0	4
Behaviour in the school is good.	68	24	8	0	0
My child gets the right amount of work to do at home.	68	20	4	8	0
The teaching is good.	92	8	0	0	0
I am kept well informed about how my child is getting on.	88	12	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	96	4	0	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	88	12	0	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	80	12	8	0	0
The school provides an interesting range of activities outside lessons.	60	32	8	0	0

*Percentages are rounded to the nearest integer and may not total 100.*

*One return is equivalent to 4%*