

INSPECTION REPORT

**ST JOHNS VOLUNTARY AIDED CHURCH OF
ENGLAND PRIMARY SCHOOL**

Digswell, Welwyn

LEA area: Hertfordshire

Unique reference number: 117460

Headteacher: Mr R Price

Reporting inspector: Jed Donnelly
23637

Dates of inspection: 5th – 6th February 2003

Inspection number: 247786

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
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hertford Road Digswell Welwyn Hertfordshire
Postcode:	AL6 0BX
Telephone number:	(01438) 714283
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Appropriate authority:	The governing body
Name of chair of governors:	Mr L Willott
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's Voluntary Aided Church of England School caters for pupils aged three to 11. The school is situated in Digswell village on the outskirts of Welwyn. This is a one-form entry school and with 187 pupils on roll, which is smaller than the average sized-primary school nationally. The school has approximately similar numbers of boys and girls on roll. Attainment on entry to the school is above the national average. The area is one of favourable social and economic conditions. There are up to 30 children in the nursery in the mornings only. There are no pupils with English as an additional language, which is very low in comparison with all schools nationally. The majority of pupils come from a white British background with six pupils from a white Irish background. The number of pupils eligible for free school meals is very low. The number of pupils entering and leaving the school other than at the normal times is high and for last year's group in Year 6, there was a 25 per cent turnover since the group started in the school. There are 17 pupils (9.1 per cent) with special educational needs; this figure is well below national averages. There was one temporary teacher in the school during the week of the inspection as a result of long term sickness. There has been a high turn over of staff in the last two years, but it is now stable. This coincides with the recent appointment of a new headteacher, following the retirement of the previous postholder.

HOW GOOD THE SCHOOL IS

The school is now improving and providing a satisfactory level of education with some good features after some recent changes. Standards for the oldest pupils in Year 6 are above average in English, mathematics and science overall and progress is satisfactory. However, standards are well above average in many other parts of the school. The unevenness in standards has been partly caused by too many staffing changes in too short a time. Teaching and learning are good. Leadership is good, yet management is satisfactory as it is too early to judge the full impact of the headteacher's policies and procedures on standards. The school provides satisfactory value for money.

What the school does well

- Standards in music throughout the school are well above average as a result of excellent teaching.
- Provision for children in the nursery and reception class is good overall.
- Teaching and learning are good in English, mathematics and science.
- Most pupils have good attitudes to work and behave well and as a result most learn effectively.
- The leadership of the new headteacher is good, resulting in improved learning and standards.

What could be improved

- The match of work to the needs and abilities of higher attaining pupils and those with learning difficulties.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The unstable staffing in the school has resulted in a fall in standards overall. The picture now is more positive and inspection evidence indicates standards are improving rapidly. The school has made satisfactory progress since the last inspection in 1998 and has recently successfully addressed the key issues and many of the weaknesses identified then. Standards in music are much improved and are now a strength of the school. However, the provision for pupils with special educational needs has not improved. Overall the capacity for the school to improve further with the newly appointed headteacher is good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English	A	B	C	E
Mathematics	A	A	C	D
Science	D	B	C	D

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Results in the 2002 national tests for Year 6 pupils nationally were average. When compared to similar schools they were below average in mathematics and science and well below average in English. The Year 6 group last year had a number of temporary teachers during the juniors, there were a large number of pupils who entered late or left early and a larger than usual number had special educational needs. All of this means that attainment in 2002 in the national tests was not as good as the year before, but did represent satisfactory achievement for that group.

The overall picture in the lessons is much more positive and the targets set at the end of Year 6 is relevant to their above average ability and the favourable social circumstances. The school is now organised into single Year group classes and inspection evidence indicates an improving picture. Standards are higher in other Year groups.

Standards in music are well above average and are a strength of the school. Inspection findings show progress overall by pupils aged six to 11 is satisfactory in English, mathematics and science. Standards in literacy and numeracy in the lessons observed are above average.

Standards are above average and progress is satisfactory in all other subjects. A few higher attaining pupils are not fully extended in some group work and do too little investigation and enquiry work across all the subjects. Standards in writing for these pupils are too low. On occasions, expectations of some pupils with special educational needs are too low.

Results in the 2002 national tests for Year 2 pupils were well above average in writing, above average in reading and average in mathematics and when compared to similar schools nationally, average.

The trend in the school results is broadly in line with the improving national picture. Over the last three years standards overall have been maintained above the national average. Nevertheless the school recognises the impact that different teachers have on the standards pupils achieve and is working as a major priority to ensure continuity of teaching and improved learning in order to raise standards for all its pupils.

The school's targets are challenging and reflect the high expectations teachers now have of their pupils in which standards overall are above average.

Children make good progress in the Nursery and Reception classes particularly in personal and social development, because of consistently good teaching and are working well towards the nationally expected targets at the end of the Reception Year. The majority of children are on course to exceed these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They enjoy coming to school and are courteous and friendly.
Behaviour, in and out of classrooms	Behaviour in most lessons and around the school is good. A few older pupils are restless at times when the pace of teaching slows. There has been one exclusion in the last year.
Personal development and relationships	There are good relationships between the pupils and staff. The school is aware of the need to improve opportunities for pupils to develop their understanding of citizenship and take a more active part in their learning.
Attendance	Good. Punctuality is also good and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 and learning are good overall.

Strengths

- Teachers' high expectations lead to good learning of basic skills and facts by most pupils.
- Well-prepared lessons and materials keep pupils focused on the task so they learn at a good rate.
- Good use of support staff, which has a positive impact on children's learning, in the nursery and reception classes.
- Good pace and challenge motivate pupils to work with enthusiasm.
- Clear behaviour management strategies.

Areas for improvement

- Insufficient questioning of more able pupils to extend their thinking through investigation and enquiry as well as checking their understanding.
- Too little use of the targets set for pupils with special educational needs in the classroom.

The quality of teaching in the Nursery and Reception classes is consistently good and at times very good. As a result, pupils become curious and confident learners. Their attainment in language and mathematical skills is above the expected level by the end of their Reception year.

Teaching and learning across the school are consistently good in English, mathematics and science. The inspection took place at a time when many of the staff were new or relatively new and one was temporary. As a result, there were some inconsistencies in the rate of learning as staff settled in and began to get to know their pupils better, especially their more specific learning needs. Literacy and numeracy are taught well across the school and all pupils irrespective of culture and background make at least satisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall and meets statutory requirements. There is a range of interesting and stimulating learning opportunities. Music provision is excellent.
Provision for pupils with special educational needs	Unsatisfactory provision overall. Unclear attention in some lessons to the pupils learning needs. Support staff work hard but are not sufficiently focused on the targets that have been set for pupils in the classroom.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for spiritual, moral, social and cultural development is good. The school provides good opportunities for pupils to understand the richness and diversity of other religious beliefs and ethnic groups and takes adequate steps through its policies to combat racism.
How well the school cares for its pupils	The school procedures for supporting pupils meet all necessary requirements for child protection and ensure that pupils feel safe and secure in the school. The assessment of some pupil's capabilities, especially higher attainers and those with special educational needs is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is good. He is having a significant and very positive impact on staff morale and parental confidence. Management is satisfactory as many new procedures have yet to make a full impact on standards.
How well the governors fulfil their responsibilities	The governor body fulfils its responsibilities soundly. Governors have a clear view of the strengths and weaknesses of the school and recognise the need to improve standards further.
The school's evaluation of its performance	Satisfactory. Recently the school has made good progress in its ability and rigour in evaluating what works well and what needs improving.
The strategic use of resources	Overall the budget is used well. The school takes account of its spending decisions after reflection and analysis. However, the effective use of support staff in teaching and learning in most classes has not yet been fully utilised. The accommodation is satisfactory overall.

A senior teacher is replacing the absent deputy headteacher temporarily, which governors feel will strengthen the management and leadership of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The high quality of the new headteacher.• Pupils enjoy coming to school.• The nursery and reception classes.	<ul style="list-style-type: none">• The high level of staff turnover in the past.• The number of different supply teachers in Years 5 and 6 in the last two years.

The inspection team agrees with the positive views of parents and recognises the stability of staffing is much improved since the appointment of the new headteacher, but agrees that the continuity of staffing in a key part of the school has not yet been implemented in practice. The inspection team agrees with parents that the interruptions in staffing have been having an adverse effect on progress, learning and standards. However the picture is now much more positive and standards are improving rapidly, following the appointment of a new headteacher.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in music throughout the school are well above average as a result of excellent teaching.

1. Standards in music throughout the school are well above average due to the excellent teaching for all classes and a very wide range of opportunities for pupils to further extend their musical experience. This is a significant improvement since the last inspection
2. All pupils participate in a weekly music lesson with a specialist music teacher. The teacher has excellent subject specialist knowledge and skills. Lessons are very lively and imaginative, using a variety of very creative methods. For example, pupils use dramatic body actions to experience the many aspects of a variety of music, enabling the pupils to enjoy their learning. As a result pupils are challenged very strongly and very effective classroom management and organisation built on excellent subject knowledge enables pupils to make very good progress.
3. All aspects of the music curriculum are fully covered including singing in unison, parts and harmonies and observing pitch, rhythm and dynamics. Pupils enjoy appraising the work of a wide range of composers, including those of multicultural music. For example, in one lesson in Year 4, the teacher very quickly engaged the pupils with an African song with rhythmic actions in which the pupils enthusiastically joined in. Pupils work with enthusiasm in small groups, where they extend their own learning by creating their own compositions and performances using a wide range of pitched and un-pitched instruments.
4. The wide range of instrumental tuition such as flute, violin, clarinet, saxophone and trumpet further enhances the learning opportunities. Some pupils perform in school assemblies, others in school ensembles and countywide bands and orchestras. Pupils also benefit from observing professional musicians perform, for example in a small quartet or individual artists.

Provision for children in the nursery and reception classes is good overall.

5. When children start nursery, their achievements are at least average and for most above those expected for their age, particularly in language and communication skills. Most have had experiences of the world around them or opportunities to play and use materials creatively.
6. The quality of teaching and learning in the nursery and reception classes is consistently good and, at times, very good. As a result, many of the early obstacles to the children's learning are overcome and they become curious and confident learners. For example, in one lesson in the nursery, all staff were very well briefed and classroom planning and management were outstanding. As a result the high quality activities ensured the children were very well challenged and learning was of a very high level. Their attainment in language and mathematical skills is above the expected level by the end of their reception year. Most children reach the levels expected of them in personal, social and emotional development. In the reception class, learning is very effective in the outdoor play area, where outstanding planning and organisation ensures that most of the areas of learning take place through one activity or the other. As a result learning is fun, characterised by very effective support by the non-teaching staff.
7. The curriculum is very well planned so children gain relevant and worthwhile experiences in all recommended areas of learning. All staff plan together very effectively. This strengthens the planning because it broadens the range of ideas and experiences from which to draw and ensures that children's learning is approached systematically.
8. Throughout the nursery and reception classes children's achievements are carefully recorded by teaching and support staff and the early assessment of children is good. Information is used to set more challenging targets for children's learning. In the Reception class there are also more formal

assessments of children's reading, writing and number skills.

9. Leadership and management of the nursery and reception classes are good. Teachers and support staff work as an effective team under the clear guidance of the co-ordinator. Standards and quality of provision have been monitored by local authority advisory staff, which has led to positive action to improve organisation and resources. All staff share in the commitment to develop current provision.

Teaching and learning are good in English, mathematics and science.

10. Teaching and learning are good in English, mathematics and science overall. They are consistently good in the nursery, reception and infant classes with good features in the junior classes.
11. Strengths of the teaching and learning in the school as a whole include:
 - good subject knowledge in most lessons, enabling teachers to question pupils in depth and challenge their thinking; this leads to improved learning;
 - teachers' high expectations leading to good learning of basic skills;
 - good pace and enthusiasm, motivating pupils to work with enthusiasm so no time is lost;
 - clear strategies for the management of behaviour, which ensure pupils stay on task and learn more effectively through improved concentration.

Weaknesses

- Insufficient questioning of more able pupils to extend their thinking through investigation and enquiry as well as checking their understanding.
 - Too little use of the targets set for pupils with special educational needs in the classroom.
12. The overall quality of teaching and learning in mathematics is good. Teachers demonstrate good subject knowledge and give much well directed support to all pupils. Lessons are well planned and structured according to the National Numeracy Strategy and clear learning intentions for each element of the lesson are stated. These are not always made known to pupils. All teachers make good use of mental activities at the beginning of lessons. These introductions to lessons are generally lively, teachers' explanations are clear and questioning is good. In a Year 2 lesson good attention is given to pupils learning through practical activities, which challenged pupils and provoked further discussion when learning about the characteristics of given shapes and angles.
 13. In a Year 4 literacy lesson, pupils learn very well how to construct a well-reasoned argument. The very good use of information and communication technology to support the detail of the lesson was very effective. In this lesson, a good variety of praise and encouragement is offered and as a result, pupils try harder, stay on task and learn at a very good pace.
 14. The quality of teaching and learning in science is good. Teachers plan clearly what pupils are to learn in the lessons and generally provide a satisfactory range of resources to support their learning. For example in a Year 5 science lesson an animal's heart was used to motivate and interest pupils further in the topic.
 15. Most pupils make good progress in lessons as a result of good teaching. The teaching of literacy and numeracy is good overall.

Most pupils have good attitudes to work and behave well and as a result most learn effectively.

16. Pupils have a positive attitude to their work. They work well, showing maturity and confidence. When they find tasks difficult they remain on task and keep trying, for example in a Year 3 English lesson, where the material taught was very challenging; all pupils responded to the very high expectations of the teacher and learnt well.

17. Behaviour in and around the school is good and often very good, with teaching time being maximised as pupils move efficiently between classrooms and activities. At playtime behaviour is orderly with no instances of inappropriate behaviour. Although staff expect good behaviour, they do not take it for granted and give praise readily to support these expectations and usually at the end of the lessons during the summary of learning.
18. In literacy, Year 4 pupils give mature responses in discussion, which reflect their development as critical readers. Other pupils use their target and evaluation books to reflect thoughtfully on their work and demonstrate a desire to improve it further, explaining how the setting of targets supports this learning. Pupils are taught to reflect on questions before answering them and to take pride in the presentation of their work. This ensures pupils are on task and learning well.

The leadership of the new headteacher is good; enabling decisions to be taken which should result in improved learning and standards.

19. The headteacher has been in post for nearly three terms and has a very good vision for the development of the school, which is shared by the governing body and key staff. The headteacher has been very successful in building a good team of hardworking and conscientious staff. The newly re-formed senior management team is clearly focused on raising standards further through the continued improvement in teaching and learning. Morale is now good and teacher confidence in the new leadership is continuing to improve.
20. The headteacher and key governors work effectively. They have a very good understanding of the strengths and weaknesses of the school as a result of their developing expertise of monitoring and evaluation and the setting of targets to improve learning further for pupils. It is too early to judge the impact of the newly formed senior management team on pupils' learning but clear lines of communication are in place. The school's development plan, following full consultation with all staff and governors, is of a good quality and has a clear plan to reverse the downward trend in the national test results last year. Performance management is well linked to the school development plan and clear priorities for training are identified. The governors are aware of the need to improve their procedures for monitoring the work of the school with a clear emphasis on raising standards through a focus on evaluating the outcomes for pupils. The capacity of the school to improve further is now good.
21. Financial planning by the headteacher and governors is satisfactory. They now have a clear overview of the school's finances and are well supported by the school administrative staff who keep appropriate records.

WHAT COULD BE IMPROVED

The match of work to the needs and abilities of higher attaining pupils and those with learning difficulties.

22. In a few lessons teachers do not match the tasks to pupils' needs and their learning is not as good as it should be. Some are not always fully aware of the wide range of learning needs of the identified pupils and therefore do not always plan effectively with clear learning objectives and well-matched tasks. The quality of pupils' individual education plans is at best inconsistent. They are not effectively used in lessons and many parents are not fully aware of these priorities; overall this is unsatisfactory. Procedures for implementing the special educational needs (SEN) code of practice are not realised in practice. This was the case at the last inspection and is poor. The special needs co-ordinator was on sick leave during the week of the inspection. Teachers' planning too often focuses on the average attaining group of pupils, as a result, there is insufficient quality investigation and extension work to extend pupils' learning further. These higher attaining pupils are given insufficient opportunities to develop their skills of independent learning in some lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards further, the headteacher, senior management team and governing body should:

- (i) Improve the match of work to the needs and abilities of higher attaining pupils and those with learning difficulties by:

In mathematics:

- planning more challenging work for higher attaining pupils through open-ended investigations.

In science:

- providing more opportunities for pupils to conduct their own independent investigations so that they can extend their knowledge and understanding more effectively while testing out their ideas.

In English:

- improve standards of writing by providing pupils with more opportunities to explore their extended writing skills in other subjects of the curriculum.

- (ii) Provide more detailed guidance to class teachers to identify clearly in their planning how they intend to meet the needs of all pupils with special educational needs.

(paragraph 22)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	4	6	4	0	0	0
Percentage	13	25	37	25	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 one five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	172
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		17

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	5
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.6
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.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	13	14	13
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (100)	93 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	13	13	14
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (97)	96 (100)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	8	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	13
	Girls	7	7	7
	Total	16	19	20
Percentage of pupils at NC level 4 or above	School	73 (87)	86 (87)	91 (91)
	National	75(75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	7	7	7
	Total	19	20	20
Percentage of pupils at NC level 4 or above	School	86 (96)	91 (87)	91 (83)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	141	2	0
White – Irish	5	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	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	6	0	0
No ethnic group recorded	16	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: Y r – Y 6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	26
Average class size	30

Education support staff: Y r – Y6

Total number of education support staff	4
Total aggregate hours worked per week	250

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	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)	1

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	448,318
Total expenditure	448,043
Expenditure per pupil	2,321
Balance brought forward from previous year	10,258
Balance carried forward to next year	10,553

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	192
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	49	4	1	0
My child is making good progress in school.	33	52	9	0	4
Behaviour in the school is good.	33	64	1	1	0
My child gets the right amount of work to do at home.	16	52	18	10	0
The teaching is good.	34	49	4	0	0
I am kept well informed about how my child is getting on.	18	57	19	3	3
I would feel comfortable about approaching the school with questions or a problem.	48	48	4	0	0
The school expects my child to work hard and achieve his or her best.	43	48	7	0	1
The school works closely with parents.	22	46	27	1	1
The school is well led and managed.	24	52	12	1	10
The school is helping my child become mature and responsible.	31	55	12	1	4
The school provides an interesting range of activities outside lessons.	3	24	42	24	6