

INSPECTION REPORT

**POCKLINGTON CHURCH OF ENGLAND VC
INFANT SCHOOL**

Pocklington

LEA area: East Riding of Yorkshire

Unique reference number: 117987

Headteacher: Mrs J Sewell

Reporting inspector: Mr Andrew Clark
21596

Dates of inspection: 20th – 21st May 2002

Inspection number: 230785

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 school
School category:	Voluntary Controlled
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Maxwell Road Pocklington York
Postcode:	YO42 2HE
Telephone number:	01759 302699
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sandra Jarvis
Date of previous inspection:	1 st December 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pocklington CE Infant school is about average size with 208 boys and girls on roll aged between four and seven. The school serves the market town of Pocklington and pupils' families are from a wide range of occupations. The vast majority of pupils are from white United Kingdom backgrounds. For a very small percentage of pupils, English is not their first language, although none are at an early stage of learning it. Eleven per cent of pupils are eligible for free school meals, which is broadly average. Approximately 14 per cent of pupils are on the school's register of special educational needs, which is about average. The children's attainment on entry to the school is average.

HOW GOOD THE SCHOOL IS

This is a very good school. Standards are well above average and pupils of all abilities make very good progress. The quality of teaching and learning is very good because of the excellent leadership of key staff and very effective management. The school gives very good value for money.

What the school does well

- Excellent leadership and management generating a very good ethos for learning.
- Very high standards of teaching and learning.
- Very high standards of reading, writing and mathematics and several other subjects. The pupils' learn basic skills of literacy and numeracy very well.
- The pupils' personal and social development is very good because of well-planned opportunities and teachers' high expectations.

What could be improved

- The imaginative use of vocabulary in the writing for pupils of average ability.

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 very good improvement since it was last inspected in 1997. High standards in reading, writing and mathematics have been maintained. The curriculum and teaching for music and information and communication technology are effective and standards are now good. The school improvement plan has clear and measurable targets. The school is well placed to continue to improve.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	B	A	A	A
Writing	A	A	A	A
Mathematics	A	A*	A	A

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

Standards are very high. They are well above the national average for reading, writing and mathematics. High standards have been maintained since the last inspection. In mathematics, the results of national tests were amongst the top five per cent in the country in 2000. Pupils of all abilities make very good progress during their time in school. The percentage of pupils achieving the higher levels in national tests is well above average. Pupils with special educational needs make very good progress because the work is planned carefully to challenge them. Pupils for whom English is an additional language make similar progress to their peers.

The standards of work seen during the inspection are similar to those of previous years. By Year 2, pupils read fluently and with enthusiasm. Speaking and listening skills are very good. Pupils write in well-constructed sentences with accurate punctuation. However, pupils of average ability do not often use a rich or imaginative vocabulary. In mathematics, pupils are quick and accurate in their mental calculations.

Good standards of work are evident in several other subjects including science, information and communication technology, art and design and music.

The children make a very good start in the reception classes. By the time they start in Year 1 most pupils exceed the expected levels for their age in personal and social development. They at least meet these levels and often exceed them in communication, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development.

The school sets challenging targets for pupils attainment and is successful in meeting them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very attentive to their teachers. They settle to work quickly and with enthusiasm.
Behaviour, in and out of classrooms	Excellent. Pupils are very polite and friendly to each other. They are quiet and orderly in the hall and around school.
Personal development and relationships	Very good. The children in reception learn to become independent and make their own decisions and this is developed well through the school. There are excellent relationships.
Attendance	This is well above the national average. Pupils are punctual and ready to

	work. There are no unauthorised absences.
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Pupils are very well behaved reflecting the teachers' high expectations and very good relationships.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is very good and is a significant reason for the high standards pupils attain. No unsatisfactory teaching was seen. The basic skills of literacy and numeracy are very well taught. Teachers plan lessons very well and make good use of national guidelines. The teachers grab the pupils' attention from the start of lessons and maintain their interest throughout. This is because teachers link each part of the lesson effectively and keep the pupils actively involved throughout. The purpose of the lesson is made very clear to pupils so that they are involved in measuring their own success. Work is matched well to the needs of all pupils including those with special educational needs. Teachers' skilfully question the pupils to improve their understanding. They do not always encourage the pupils to make a more exciting use of language in their written work or to write very often at much length. In the reception classes teachers make very good use of different learning areas to encourage independence and responsibility. Lessons are often imaginative and resources are used well. As a result pupils are highly motivated and work hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Teachers make good links between different subjects to develop pupils understanding. Out of school activities are very good.
Provision for pupils with special educational needs	This is very good. Pupils are identified early and closely monitored. Teachers' assistants provide effective support.
Provision for pupils with English as an additional language	Good. The needs of this small group of pupils are well met. The teachers make accurate assessments of the pupils' language and other abilities and seek further support when necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The acts of collective worship make an excellent contribution to spiritual development. There is strong moral and social guidance for the pupils and they learn about the world through art, history and music very well.
How well the school cares for its pupils	Good. The school is caring and supportive. There are good procedures to ensure good standards of health and safety

The parents' views of the school are good and they support the school well. The curriculum is enriched by good opportunities for extra-curricular activities and there are many visits to museums and places of interest.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide excellent leadership. There is very clear educational direction and close team work. The close, family ethos of the school belies its size.
How well the governors fulfil their responsibilities	Good. The governors have effective policies in place and fulfil their statutory requirements. They are successfully developing a range of activities to monitor school improvement closely.
The school's evaluation of its performance	Very good. The staff make very effective use of national and school-based test data to set targets for improvement.
The strategic use of resources	Very good. Information and communication technology is used well throughout the school. The school makes certain that there are very good resources available to pupils in all subjects.

The headteacher, supported very effectively by senior staff set very high standards through their own teaching and strategic management. Responsibilities are clearly allocated and build upon very good professional development. The staff and governors ensure that they get best value in all their work.

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 staff are very caring and aware of their children's needs. The quality of teaching is good. The school is well led and managed. Their children are happy and involved. 	<ul style="list-style-type: none"> The work children are expected to do at home. The information they receive on their children's progress.

The inspection team fully agrees with the positive comments of many parents. They disagree with the concerns. The homework pupils are expected to do is appropriate for their age and makes a good contribution to learning. The quality of information for parents is very good overall and the pupils' annual reports are informative and purposeful.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Excellent leadership and management generating a very good ethos for learning.

- 1 The headteacher provides excellent leadership with very good support from the deputy headteacher and other senior staff. The many strengths from the last inspection have been maintained as a result of the clear focus on high achievement and the very positive ethos that pupils learn in.
- 2 The headteacher and senior staff set very high standards for staff and pupils to follow. This starts with the quality of their own teaching and when leading acts of collective worship. In assemblies, for example, the headteacher shows a strong rapport with the pupils by fully involving them through drama and having high regard for their achievement. As a result, the school is an orderly and hard working community with a buzz of excitement.
- 3 There is a strong commitment towards constant improvement from staff and governors. The subject leaders make very good use of national assessments and tests to analyse the strengths and weaknesses in the standards of pupils' attainment. This is supplemented by a detailed review of pupils' work in books. The headteacher and governors make full use of this information to produce a school improvement plan to guide their work. The headteacher also draws on a review of parents' and pupils' views of the school and makes a full recap of previous achievement in producing the plan. The school improvement plan is carefully costed and all developments are closely monitored.
- 4 The subject leaders are very clear about their role and take strong steps to make improvements. Although standards are high overall, there is no sense of complacency. For example, a relative weakness in standards of mathematics was in pupils' use and application of their knowledge and understanding. Over the last year, the curriculum and teaching methods were reviewed and changes made and, as a result, standards are now much higher in the work seen. In English, the school identified a need to broaden pupils' reading experiences and successfully addressed this through 'Story Sack' project. These initiatives involved full commitment of time and resources, which were very effectively managed. There are specific governors linked to different subjects and they are very well informed through regular meetings and in a good position to provide strong yet critical support.
- 5 The headteacher manages the professional development of staff well. There are good procedures in place to monitor and promote the work of individual teachers. They have personal and professional targets for development, which are very specific and measurable. The staff make good progress towards them. This contributes to the certainty staff feel about their roles and their confidence in taking leadership roles. There is extremely good team work.
- 6 The headteacher creates very good channels of information that helps to establish a sense of belonging amongst staff and pupils. Even before parents step in the school, there is a blackboard displaying up and coming events for the week and how to prepare their children. There are notices in the entranceway and regular newsletters. The prospectus and the Governing Body's Annual Report are very well written. They are informative and easy to read in a friendly, jargon-free style.

- 7 Overall, the leadership and management of the school is a significant reason for its continued success.

Very high standards of teaching and learning.

- 8 These are crucial to the success of the school. The quality of teaching is very good overall for both the youngest children in the reception class and pupils throughout the infant school. Senior staff set very high standards and their teaching is sometimes excellent. The close monitoring of teaching and learning by the headteacher, staff and governors has led to good improvement since the last inspection.
- 9 The strengths of the teaching include:
- Very detailed, yet succinct planning;
 - A very good pace to the lesson generating a sense of controlled excitement and an eagerness to learn;
 - Very good management of pupils' behaviour built upon excellent relationships and team work with teaching assistants;
 - Work is carefully matched to pupils' needs;
 - Lessons are imaginative and fun with a strong sense of purpose;
 - Resources are very good and used well;
 - Day-to-day measures of pupils' achievement are used well to build on their learning;
 - The use of teachers' strengths in different subjects.
- 10 In mathematics and English, the pupils are taught in sets of similar ability. This allows the teachers to match the pace of working effectively to pupils' needs. For example, the highest attainers in mathematics in Year 2 worked on calculating halving and doubling two digit numbers at speed and with great accuracy. The teacher conducted the lesson at a very brisk pace which kept the pupils on their toes without losing the central purpose.
- 11 Teaching in the reception classes is very good. The three teaching areas are very imaginatively set out so that children are stimulated and challenged by their environment. There are very good resources such as a large role-play jungle area and a wide range of stories and big books to engage the children's interest.
- 12 Work is planned in year group teams so that pupils receive a similar curriculum but one which is closely matched to their needs. There is a good focus on key subject vocabulary so that pupils have the language to discuss their work effectively. For example, in music the Year 2 pupils comment on each other's work meaningfully; 'Alec could play a faster beat' and 'I like the way the deep sound continues all the time'.
- 13 Pupils with special educational needs are very well taught for the reasons given above. They are given clear instructions and time to complete their work. The work is meaningful to the pupils and there are good links between subjects. This leads to good progress. For example, pupils with special educational needs learning to label diagrams in English use their knowledge of the structure of fruit learned in science and art. There is a definite focus on their literacy needs and they are given good strategies to tackle spelling and punctuation correctly.
- 14 The management of behaviour is excellent. Teachers have very high expectations for pupils' conduct during lessons. This raises the level of discussion and leads to mature attitudes and allows all pupils to participate fully. For example, in music pupils

are very disciplined in the way they use musical instruments; never touching them until told and following the conductor's instructions carefully. In physical development in the reception class, the teacher and teaching assistant monitor behaviour closely and step in quickly to address any concerns without interrupting the learning.

- 15 The pupils respond very well to the high expectations placed upon them. They are very quick to settle to their work. They are ready and attentive at the start of lessons even when they have moved to a different classroom for English or mathematics or are being taught by a teacher offering specialist skills as in music. They work at a good pace because of the challenge and interesting nature of the lessons. Throughout the school pupils take a pride in the presentation of their work and this is reflected in their books regardless of ability.
- 16 Teachers make very good use of the end of lessons to measure the progress pupils have made during the lesson, to share good examples and indicate the next steps. The quality of marking is very good. For example, in mathematics teachers make strong, positive comments whilst identifying ways in which work could be better set out.
- 17 Overall, the quality of teaching and learning makes a very good contribution to the quality of education the school provides.

Very high standards in reading, writing and mathematics and several other subjects. The pupils learn basic skills of literacy and numeracy well.

- 18 The standards pupils attain are well above the national average in the tests and assessments in Year 2. Pupils make very good progress throughout the school. The standards are well above those of schools with similar characteristics. The school has maintained these high standards since the last inspection because of the high quality of teaching and learning and excellent leadership.
- 19 In reading, writing and mathematics the percentage of pupils who attain the higher levels in national tests is well above the average. The school successfully identifies the most able and gifted and talented pupils and ensures that the teaching and curriculum is suitably challenging, as described above. Pupils of all ability are equally challenged and therefore make good progress. This is very evident in the higher than average proportion of pupils who are working at the top end of the normally expected attainment for their age. Almost all pupils, including those with special educational needs, attain at least the level normally expected for their age.
- 20 The pupils' literacy skills are very good. Handwriting is a significant strength. By Year 2, pupils of all ability develop a clear and fluent style which is normally joined and consistent in size. Writing is set out on the page well. Pupils are able to work quickly and effectively because of their ease in writing, although they do not often write at length.
- 21 The standard of pupils' spelling is above average. They have a good key vocabulary so that more complex words such as 'followed' and 'said' are regularly spelt correctly. Pupils, including the less able, are confident to attempt unfamiliar words and make good use of their knowledge of letter sounds. For example, 'cuvered' for 'covered'.
- 22 Punctuation is used appropriately by most pupils and very well by the most able. By Year 2, the majority accurately uses full stops and makes appropriate use of commas. They understand and use speech marks accurately. The more able pupils

write sentences with more than one clause and use punctuation accurately to enliven their writing. 'The dragon was about to eat Princess Elizabeth, who was beautiful, but Ronald stabbed it!'

- 23 The content of pupils' writing is good. They choose a suitable vocabulary and structure stories appropriately. This is most effective for the more able, although stories are often short, half a page or less. There are examples of some very high standards in the pupils' use of language and understanding of the form and structure of stories; 'They had a glorious wedding, full of wonderful surprises and gifts and they lived happily ever after'. The planning and teaching in literacy lessons make a very good contribution to these standards.
- 24 Standards of reading are very good. Pupils of all ability are fluent readers and enjoy reading a good range of books. They express a strong opinion on their likes and dislikes. The less able pupils make very good attempts at reading new words by using their knowledge of letter sounds and break words into syllables. They also use clues from the pictures very effectively. Pupils have a good understanding of the structure of books. For example, they use the blurb very well to grasp the main principles of the story. Their ability to infer a deeper meaning from the story is good.
- 25 Standards are also high in mathematics. In 2000, they were amongst the top five per cent in the country. Approximately half of the present pupils are working above the level normally expected for their age and almost all the other pupils are working at the expected level including those with special educational needs or English as an additional language.
- 26 Pupils' numeracy skills are very good and they make very good progress. For example, Year 1 pupils count backwards and forwards in 2's, 10's and 5's very quickly and accurately which is normally expected for older pupils. By Year 2, pupils are very confident and logical in describing the strategies for addition, subtraction and multiplication. They mentally calculate with large numbers and are good at identifying patterns and sequences of numbers.
- 27 Standards are good in shape and measure and handling data. For example, pupils recognise the nets that will fold into different three – dimensional shapes. They make good progress in measuring time, weights, measure and capacity. There is good evidence through the pupils' work that they are now using their skills and knowledge well.
- 28 There are examples of high standards in several other subjects throughout the school. For example, standards in information and communication technology are good. Pupils can enter data independently to make graphs on favourite snacks. The Year 2 pupils know how to change the type of graph to express the information most effectively. In art and design there are paintings of very high quality in the style of different artists such as Picasso which show a good awareness of colour mixing. Pupils become increasingly observant in drawings based on still life objects and photographs.
- 29 Overall, achievement and attainment is high in most subjects as a result of very good teaching and learning and a broad and balanced curriculum.
- 30 The pupils' personal and social development is very good because of well-planned opportunities and teachers' high expectations.

- 31 The very good ethos for learning throughout the school promotes high standards of pupils' personal and social development so that they become mature, responsible and confident by the time they leave school. The ethos is soundly based on Christian principles.
- 32 This starts from the reception classes as personal and social development is very well planned for and taught. The role-play area is stimulating and imaginative and the children respond well. They engage in lively discussions; 'There are spiders and bugs in here and we need our torches in the dark.' The children take turns and listen to each other. There is very good interaction with the teacher who pretends to be scared but re-assures the children. There are good opportunities for independent work, for example, on creative activities and play on wheeled vehicles and in the sand play area. Children learn to clear away well and respect the good resources. They change independently for physical development sessions and fold their clothes neatly.
- 33 Collective acts of worship are excellent and promote many aspects of pupils' personal and social development. Pupils are orderly and very well behaved throughout. Teachers light a candle as a sign of reverence for pupils to focus on. The headteacher involves pupils in the story through stimulating drama, building on their knowledge of biblical stories. These are very skilfully linked to aspects of their own life, such as the building of the new gazebo in the playground. There are excellent opportunities for quiet reflection through familiar prayers that pupils respond well to. Music from different cultures, such as South American rhythms, is played as pupils go out and pupils are guided well in what to listen for. The social opportunities provided by assemblies are extended by the opportunities for parents to attend and the take up is very good.
- 34 The pupils' moral and social development is regularly reinforced through lessons. The brisk pace of teaching and well-planned opportunities mean pupils are interested and enjoy their lessons. They do not want to play around. The teachers use calm and quiet voices and demand attention through this. Pupils work in many different social groups including moving to other classes for their English and mathematics lessons and this broadens their self-confidence in relating to adults. The classroom assistants relate well to pupils, often sitting on the carpet with pupils during introductions. The crisp start to lessons and good finishing sessions give the pupils a feeling of security and certainty and encourages them to be prompt and ready to learn.
- 35 There are many extra learning opportunities for pupils. For example, local clergy work closely with the school. During the inspection, the Year 1 pupils were involved in a 'baptism' with the vicar. Pupils visit York Minster and local churches. There are regular visits to local castles and museums. Theatre groups and music groups visit the school annually. There is a very good range of out of hours activities including recorder club, dance club, football and the new "story sacks" initiative.
- 36 There is good planning to develop pupils' health awareness with links made to different subjects very well.
- 37 Pupils' spiritual, moral, social and cultural development is promoted very well and has a positive impact on the learning of all pupils.

What could be improved

The imaginative use of vocabulary in the writing of pupils of average ability.

- 38 Although standards in English are high overall, there is a relative weakness in the language used by some pupils in their writing. As described earlier, many pupils use an exciting choice of words and phrases to enliven their work. However, pupils of average ability in both Year 1 and 2 do not often use adjectives or extended phrases in their writing. For example, Year 2 pupils writing descriptions of characters from the story 'The Hen Who Wouldn't Give Up' tended to make simple statements such as 'Hilda is female. She lives on a farm'. Whereas one pupil in the group developed this; 'Hilda was a sensible female hen. She was very brave and lived on Biddick's Farm'. The difference was not enlarged on within the lesson. This variation is often evident in the writing of pupils in the more able set than those in others.
- 39 There are several possible reasons for the relative weakness:
- Pupils do not often write at much length because of the strong focus on specific skills during literacy lessons. This sometimes limits the opportunity pupils have to use and develop their written language;
 - Teachers give a good emphasis to the key words or phrases needed for a lesson but do not always use a range of adjectives and adverbs incidentally when talking to pupils;
 - Most of the stories the pupils hear are in short sections during literacy and other lessons;
 - Most of the discussions on language take place in ability groups, so pupils of average or lower ability may not hear some of the richest use of language.
- 40 However, it is very important to reinforce that the strengths in all pupils' English work far outweighs this occasional concern.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41 In order to continue to build on the very high standards the headteacher, staff and governors should:

- (1) Improve the richness of language used by pupils of average ability in their writing by:¹
 - developing the incidental use of adjectives, adverbs and phrases used by teachers in all lessons and encouraging their use in pupils writing;
 - creating more opportunities for pupils to listen for pleasure to well-written stories for children;
 - allowing pupils more time to write at increased length in all subjects and giving them the opportunity to reflect and re-read their work to consider the language used;
 - closely monitor and evaluate the impact of the above.

(Paragraphs: 20, 23, 38, 39 and 40)

¹ The school has identified the issue in its school improvement planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	3	1	0	0	0
Percentage	7	64	22	7	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 7 percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	208
Number of full-time pupils known to be eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	YR– Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	50	39	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	45	46	47
	Girls	35	35	38
	Total	80	81	85
Percentage of pupils at NC level 2 or above	School	90 (94)	91 (97)	96 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	47	47	50
	Girls	37	38	39
	Total	84	85	89
Percentage of pupils at NC level 2 or above	School	94 (96)	96 (96)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	2
White	159
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y2

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	22.9
Average class size	26

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	147

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	446,810
Total expenditure	457,749
Expenditure per pupil	1,974
Balance brought forward from previous year	48,433
Balance carried forward to next year	37,494

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	0.5
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	208
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	55	43	2	0	0
Behaviour in the school is good.	47	53	0	0	0
My child gets the right amount of work to do at home.	41	30	25	3	1
The teaching is good.	59	39	1	0	1
I am kept well informed about how my child is getting on.	43	43	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	30	1	0	0
The school expects my child to work hard and achieve his or her best.	63	35	2	0	0
The school works closely with parents.	42	46	12	0	0
The school is well led and managed.	53	40	3	0	4
The school is helping my child become mature and responsible.	65	33	1	0	1
The school provides an interesting range of activities outside lessons.	23	45	20	4	8