

INSPECTION REPORT

**WEST TYTHERLEY CHURCH OF ENGLAND
PRIMARY SCHOOL**

West Tytherley, Salisbury

LEA area: Hampshire

Unique reference number: 116323

Headteacher: Mrs Christine Bagley

Reporting inspector: Mrs Catherine Stokes
18173

Dates of inspection: 10th – 11th June 2003

Inspection number: 247641

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary controlled
Age range of pupils: 4-11
Gender of pupils: Mixed

School address: West Tytherley
Salisbury
Wiltshire
Postcode: SP5 1JX
Telephone number: 01794 340338
Fax number: 01794 340338

Appropriate authority: The governing body
Name of chair of governors: Mr John Rose
Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
18173	Catherine Stokes	Registered inspector
11575	Catherine Fish	Lay inspector
11227	John Moles	Team inspector

The inspection contractor was:

Quality Assurance Consultants
The Hucclecote Centre
Churchdown Lane
Hucclecote
Gloucester
GL3 3QN

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Tytherley Church of England Primary School is a small, three class, village school. It serves a wide, rural area so over a third of the 67 boys and girls are brought to school by coach. When children start school at four, although attainment varies from year to year, their language and mathematical skills are generally about average whilst their knowledge and understanding of the world and their personal and social development are good. The six youngest pupils, who started school in September, are taught in a class with pupils in Years 1 and 2: there are two full-time teachers in the class for this group of 29 children. Numbers in each age group vary considerably, from two children in Year 3 to 13 in Year 4. More pupils than average have special educational needs although none has a statement relating to their special needs. Four children are from a Romany family. In addition to those who join or leave the school at the usual ages there was a turnover of nearly a fifth of the pupils last year, which is higher than in most schools: all left because of job or family changes.

Since the last inspection, five years ago, the school has had almost a complete change of staff and governors. Only one teacher and two educational support staff remain in post since the last inspection.

HOW GOOD THE SCHOOL IS

By the time Year 6 pupils leave they achieve good standards because they are taught well, have very positive attitudes and behave responsibly. They relate very well to each other and have experienced learning in a strong community. The school is ably led and managed. It has very effective strategies for educational inclusion and is meeting the needs of all pupils well. Although it is very generously funded, it spends its budget wisely and is exceptionally well staffed. This is a good school that provides sound value for money.

What the school does well

- Pupils make good progress throughout the school and by the time they are 11 their attainment is above the national average, which is reflected in the national test results.
- The school is well led and managed and sets its own good improvement agenda.
- There is a strong ethos that encourages pupils to behave very well, be friendly to new pupils and form very strong relationships. Pupils have very positive attitudes to learning and everything the school has to offer.
- The teaching is consistently good.
- Provision for pupils with special educational needs is very good.

What could be improved

- The opportunities for pupils to develop independent learning skills and to extend these through investigations they have personally chosen.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. Since then it has improved well in many areas whilst sustaining the good work that was identified then. Teaching has improved overall; it is now consistently good. All pupils are fully included as part of the school community. The relationship with parents, the provision for special educational needs, and the curriculum have been lifted from good to very good. All the key issues for action previously identified have been tackled effectively and pupils now meet the recommended standards in information and communication technology.

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	B	B
mathematics	A	B	E	D
science	A	A	B	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards in all three subjects have been above or well above average, except in mathematics, for the past four years and the school has received two achievement awards from the DfES. The judgement of the inspection is that current standards, including those in mathematics, are above average at the end of Year 6. High targets have been set for both 2003 and 2004 and the school is on track to achieve these. The reason for the apparent drop in results in mathematics in 2002, which also brought down the trend in the school's national curriculum points score to below average, is that several pupils, who had been expected to achieve Level 5, just missed it. The school analysed their test papers and has taken action to encourage pupils to explain their reasoning when solving problems and improve their ability to calculate when dealing with decimal fractions, the areas identified as needing more emphasis: inspection evidence suggests this work has been successful.

Because only three pupils took the tests for seven year olds in 2002 their results are not included separately but taking the last three years 2000 to 2002 together, the figures show that the performance of the pupils in reading, writing and mathematics exceeded the national averages for their age group. Standards in science were also above average. Inspection evidence shows that by the end of Year 2, most pupils have achieved well and standards are above average in reading, spoken language and mathematics, in writing they are average. Children in their Reception Year achieve well across the recommended areas of learning, making good progress in communication and language skills.

Across the school, pupils with special educational needs respond well to the inclusive teaching and very good special provision so they are making very good progress towards their targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. The pupils are eager to involve themselves in all that the school has to offer both inside and outside the classroom.
Behaviour, in and out of classrooms	Very good. The staff set high expectations of behaviour and the pupils strive to reach them, behaving very well.
Personal development and relationships	Very good. Relationships throughout the school are very strong. The pupils are welcoming to newcomers, helping them to settle in quickly.
Attendance	Good.

Pupils are friendly and welcoming and the quality of relationships is a strength of the school.

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.

In all classes the quality of teaching is consistently good, helping pupils to learn well and achieve good standards. A particular strength lies in the teachers' very secure knowledge of the subjects, enabling them to plan links across subjects so that skills learned in one area are applied in another. All teachers ensure that pupils practise their literacy and numeracy skills in many subjects.

Teachers are skilled at capturing children's interests so that they enjoy lessons and want to work hard. Teachers attend to detail thoroughly and no time is wasted, the way teachers organise lessons appears effortless. Management of pupils is good, reflecting teachers' very good knowledge of them as individuals and the very strong relationships that have been nurtured between adults and pupils and between pupils. As a result, pupils feel confident in making contributions, expressing opinions and responding to questions, without fear of making mistakes. Teaching at the school meets the needs of all pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Cross-curricular links and good quality extra-curricular provision means that pupils make connections between what they learn in one subject and use in another. The curriculum develops in a sequential way as pupils proceed through the school and this aids good learning.
Provision for pupils with special educational needs	Very good. It ensures that all pupils have full access to the curriculum, learning well and making very good progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The staff provide very good role models. There are very clear codes of behaviour and a strong Christian ethos.
How well the school cares for its pupils	All staff know the pupils very well. Staff take very good care of them, helping them to become mature and responsible.

Staff organise a wide and changing variety of out-of-school visits, clubs and activities to enrich the curriculum. They take account of children's interests, gifts and talents when planning them so that a very high proportion of pupils choose to take part.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has established a very clear vision for the future, ensuring that the whole school community is involved. She leads by example and the way she nurtures the team spirit of all staff enables them to make a very positive contribution to the direction and success of the school.
How well the governors fulfil their responsibilities	The governors are well organised and effective. They are very knowledgeable about the school's standards and where improvements are being made.
The school's evaluation of its performance	Extremely good in analysing overall strengths and weaknesses of the school and in using data to decide what needs to be done next.
The strategic use of resources	Very good. The very generous budget, people and accommodation are used efficiently to provide the best for all pupils. Funds are well directed towards educational priorities, for instance in creating a computer suite, which has helped to raise standards in information and communication technology and across the curriculum.

The school is self-evaluating and self-improving, with staff and governors constantly seeking to improve its performance. They are very effective in applying best value principles, comparing the school's results and teaching methods with national and local standards, challenging themselves to do better and consulting regularly with parents and other members of the community.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The vast majority of parents consulted feel that:</p> <ul style="list-style-type: none"> • Their children like school and are expected to work hard and achieve their best. • The teaching is good; consequently the pupils behave well and make good progress. • The school is well led and managed. • The school is helping pupils become mature and responsible. • They are kept well informed about how children are getting on and would be able to approach the school with confidence if they had questions or a problem. 	<p>There were no common areas of concern.</p>

The inspection team fully agrees with the very positive comments made by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress throughout the school and by the time they are eleven their results in the national tests are above average.

1. The school has received two achievement awards from the DfES because of the standards of the 11 year old pupils in English and mathematics. Standards in science have also been above or well above average for the past four years. This represents good progress overall because, when pupils first enter school at the age of four, the baseline assessments show that, in most year groups, they are about average in their language and mathematical development compared to other children in Hampshire.

2. Children in their first year at school, the Foundation Stage, make good progress towards the early learning goals. The teachers plan separately for this small group to ensure that they have many opportunities to learn through playing and talking. Adults spend most of their time interacting with the children and building successfully on their interests. In one lesson the teacher used children's interest in growing things to examine flowers in close detail and increase the precision of their language in selecting and describing them. Next the children listened carefully and followed the instructions for using a digital camera and then in the computer suite developed their mathematical concepts as they selected which size and colour to use for their print-outs. These regular practical learning experiences are the key to the good progress children make.

3. At Key Stage 1, the emphasis on making learning meaningful and practising language and mathematical skills in a purposeful context continues and pupils continue to make good progress particularly in their mathematical understanding and spoken language. Teachers give pupils many opportunities for discussion. For example, in a religious education lesson, pupils were encouraged to retell parables and explain the underlying messages: they managed this well and had further opportunity to practise their language skills when, working in pairs, Year 2 pupils noted down the ideas of their Year 1 partner.

4. At Key Stage 2 the teachers regard high levels of skill in literacy and numeracy as fundamental to the pupils' academic success. Therefore, the skills receive substantial attention as pupils work in other subjects. In a topic about improving the environment, eight and nine year olds used their mathematical knowledge to make a graph to show noise levels around the school and analysed results of an interview using tally charts and a scattergram. They practised their science by measuring the rate of breakdown of waste materials, recording their results in a Rot-o-gram, and their literacy as they wrote to the Parish Council with suggestions for improving the recreation ground. Similarly, when ten and 11 year olds were learning to use a graphical modelling program the teacher carefully planned the task. He ensured that not only did pupils have the opportunity to reach the expected levels in ICT, an area of the school's work that had been unsatisfactory at the time of the last inspection, but they also needed to use their knowledge of ratio, measurement and formal letter writing.

5. The results pupils achieve also reflect the teachers' careful work in analysing and interpreting all the data from the previous year's tests. This usefully identified specific areas that needed more emphasis such as pupils' ability to explain their reasoning when solving problems and calculating with decimal fractions. This thorough work has enabled teachers in all classes to focus their attention on improving these areas: teachers are already noticing a difference and the impact will be evaluated when the current year's tests are analysed.

The school is well led and managed and sets its own good improvement agenda.

6. The headteacher has established a very clear vision for the future, striving to ensure that the whole school community is involved. Staff, governors and parents understand and pursue the school's shared aims, wanting to be successful not just for academic results but for producing well rounded pupils who are able to relate to others, whatever their background, and contribute fully to their community and beyond. The school takes part in local events including science fairs, technology challenges, musical and sporting activities. The older pupils take part in residential trips and there is a good range of visits for other year groups. There are a variety of themed events for example, Book Week and the forthcoming multi-cultural week and a Grounds Day. This is when pupils have an opportunity to take part in outdoor and adventurous activities and pupils, staff, parents and friends join together to do an annual spring clean of the school grounds; painting, planting and tidying up. Parents and members of the community are also welcomed into school to run football coaching and clubs. The school is keen to be a real part of the community and has contributed significantly to its traditions with a new ceremony of 'Going through the Stone'. This involves pupils, who are joining or leaving the school, climbing through a piece of sculpture bought for the Millennium, villagers use it to mark weddings and other significant events. All these examples reflect a commitment to education in its broadest sense. They make a significant contribution to the personal development of the pupils and help broaden their experience of community life.

7. The headteacher leads by example and the way she nurtures the team spirit of all staff enables them to make a very positive contribution to the direction and success of the school. They clearly share a strong feeling of collective responsibility and job satisfaction. Teachers share responsibility for leading subjects, working effectively to support each other on a day-to-day basis, and sharing their methods by giving demonstration lessons to colleagues. This corporate approach is highly successful in raising teachers' expertise, for example, in using and teaching ICT, in adjusting teaching strategies to meet pupils' special educational needs and in improving the teaching of the higher attaining pupils in mathematics.

8. Parents and governors are kept very well informed about the school and about the children's work so that they, too, are a real part of the team. Following the school's heavy investment in a computer suite and staff training to improve its teaching of ICT, pupils demonstrated their newly learned skills at the annual governors' meeting for parents. They used sensors to monitor changes in light and explained to parents how the graphs showed the effects. Similarly, the mathematics co-ordinator gave a practical demonstration to governors to show the difficulty pupils had in explaining their mathematical reasoning. He set them test problems and as one said, "It was easy enough to get it right but nearly impossible to explain how we did it". Future school improvements are clearly outlined in a detailed plan and governors and parents understand where the school is heading.

There is a strong ethos that encourages pupils to behave very well, be friendly to new pupils and form very strong relationships. Pupils have very positive attitudes to learning and everything the school has to offer.

9. The school sets high expectations of its pupils in all aspects of their personal development. Parents describe it as one big, happy family and on visiting the school it is clear that this is a very happy community. The staff team, teaching and non-teaching, enjoy working together. There is a consistently shared expectation that pupils will be happy, successful and fully included and that colleagues will be supported and united in their efforts to meet the pupils' varying needs. This active ethos of caring is supported by the Christian principles that underpin the school's values. The atmosphere is readily apparent to the

parents, governors and members of the community as they visit or work in the school and promotes pupils' positive attitudes to school and learning.

10. All pupils are encouraged to form good relationships with everyone in the school. They see hardworking adults co-operating enjoyably together to meet their day-to-day needs, so the pupils learn at first-hand from their example. As a Year 6 pupil explained, "The school is too small for us to be picky about friendships. We are friends with everyone or someone might be left out". This readiness to form friendships is particularly important in this school where there is a higher turnover of pupils than in most schools. New pupils are made to feel very welcome in school at whatever age they enter. Pupils act as 'buddies' and this helps ensure that the newcomer is quickly accepted and makes friends.

11. Social development and the community ethos are also supported by the work of the school council. The council – which is chaired by Year 6 pupils – discusses relevant issues such as planning the 'Grounds Day'. It is taken seriously by both staff and pupils and provides effective opportunities for developing initiative and responsibility. The council has worked to ensure all pupils play happily: they selected, bought and look after play equipment and games for children to use. Representatives are also ready during break and lunchtimes to play with other children or to lead or teach them games. At lunchtime children were getting pleasure as a Year 6 boy led younger pupils in a game of 'Grandmother's footsteps'. Even the youngest pupils are aware of the work of the school council and contribute to it. The council holds its meetings in front of another class who form the 'public gallery' so that more pupils have the opportunity to learn from it. Parents and governors who have observed its work are impressed by the maturity of the council members.

12. The pupils have very positive attitudes to all that the school offers them. In lessons this is characterised by interest, concentration and enthusiasm, which help lessons to run smoothly. In mathematics, Year 2 scattered all over the grounds as they learned to give directions using right angles, yet pupils' very good behaviour and intellectual effort ensured they worked their way sensibly back to the teacher and increased their skill in estimating distance. Over two-thirds of the pupils, a high proportion, take part in regular clubs and activities outside the classroom. Clubs are open to all except the very youngest and the choice is so appealing, from playing the ocarina to gardening and from football to French, that many children attend several.

The teaching is consistently good.

13. In all classes the quality of teaching is consistently good, helping pupils to learn well and achieve good standards. A particular strength lies in the teachers' very secure knowledge of the subjects, enabling them to plan links across subjects so that skills learned in one area are applied in another. For example, pupils in Years 5 and 6 were asked to practise their literacy skills for homework by planning paragraphs and drafting complex sentences for a leaflet about St. Peter, the Apostle. The teacher of the youngest pupils helped them to develop their knowledge and understanding of the technological and natural worlds as they took digital photographs of flowers and also their mathematical language as they described how to alter size by zooming in with the camera.

14. Teachers are skilled at capturing children's interests so that they enjoy lessons and want to work hard. In a literacy lesson in Year 4 where pupils had been discussing alternative ways that a character could resolve a moral dilemma one child confided "I've got so many ideas to write I hope we don't stop for ages". Teachers are using many different ways to ensure this motivation. In a Year 1 mathematical activity children enjoyed working in the field, using junk materials to make repeating patterns of 3-D shapes. The Year 6 teacher

stimulated interest in a local history study by a display of aerial photographs, paintings and postcards giving a taste of activities to come.

15. Teachers attend to detail thoroughly and no time is wasted, the way teachers organise lessons appears effortless. Management of pupils is good and reflecting teachers' very good knowledge of them as individuals and on the very strong relationships that have been nurtured between adults and pupils and between pupils. As a result, pupils feel confident in making contributions, expressing opinions and responding to questions, without fear of making mistakes.

Provision for pupils with special educational needs is very good

16. The provision for pupils with special educational needs (SEN) is very good because the headteacher, who is the SEN co-ordinator and the special needs assistant (SNA) are very experienced and work closely together. They have established very good procedures so they identify early on, pupils who need additional help. Then teachers, in consultation with the headteacher and SNA, draw up high quality education plans that outline the next steps for pupils' learning and the help required. This means that teachers are clear about the support being provided and are able to plan work to help pupils achieve their targets. If required, the headteacher and SNA work with external agencies and seek their support, advice and equipment.

17. Very good support is given both in the classroom and in groups. On some occasions pupils are withdrawn for specific teaching by the highly skilled SNA, for example with reading or spelling programmes. The support is consistently positive and pupils respond very well, appreciating the help they receive and striving hard to achieve the targets they have agreed to, resulting in very good progress towards those targets. Many are able to manage without further help or they learn personal coping strategies that successfully makes them less reliant on support and more responsible for their own learning, so they can make progress that matches that of the rest of their class.

WHAT COULD BE IMPROVED

The opportunities for pupils to develop independent learning skills and to extend these through investigations they have personally chosen.

18. Pupils throughout the school have very good attitudes to work and to life in school generally. They apply themselves willingly to the tasks set. Staff have been working through the school development plan to help pupils take greater responsibility for their environment, their belongings and, by setting learning targets with them, for their learning. With these important foundations in place, pupils are now ready to take more responsibility for organising their own learning and improve their research and investigative skills but there are too few opportunities for them to do so. The curriculum includes topic and investigative work when pupils are sometimes set questions to answer through their research but they only investigate what they are directed to. This means they do not develop or extend independent learning skills, selecting their own lines of inquiry, choosing their own sources of information and developing independent collating, collecting and analytical skills to conclude their investigations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 1. Increase the range of opportunities within the curriculum for pupils to develop their independent learning skills and follow their own lines of investigation.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

12

Number of discussions with staff, governors, other adults and pupils

7

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	11	0	0	0	0
Percentage	0	8	92	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than eight percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6]
Number of pupils on the school's roll (FTE for part-time pupils)		67
Number of full-time pupils known to be eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6]
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		15

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	8
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	7	6	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	85 (100)	77 (88)	85 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	9	9
Percentage of pupils at NC level 4 or above	School	77 (100)	69 (75)	69 (100)
	National	73 (72)	74 (74)	82 (82)

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

Figures are omitted because of the small number of pupils in the year group.

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	63	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	0	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	4	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)	5
Number of pupils per qualified teacher	13
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	71

Financial information

Financial year	2002-03
	£
Total income	299242
Total expenditure	274048
Expenditure per pupil	4090
Balance brought forward from previous year	24829
Balance carried forward to next year	50023

Recruitment of teachers

Number of teachers who left the school during the last two years	0
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)	1
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	67
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	31	6	0	0
My child is making good progress in school.	56	42	0	0	2
Behaviour in the school is good.	60	35	0	0	4
My child gets the right amount of work to do at home.	35	54	8	0	2
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	56	40	0	4	0
I would feel comfortable about approaching the school with questions or a problem.	80	12	0	0	4
The school expects my child to work hard and achieve his or her best.	67	31	2	0	0
The school works closely with parents.	54	40	2	0	4
The school is well led and managed.	71	29	0	0	0
The school is helping my child become mature and responsible.	67	31	2	0	0
The school provides an interesting range of activities outside lessons.	56	31	8	0	4