

INSPECTION REPORT

HARTINGTON CE PRIMARY SCHOOL

Hartington, Buxton

LEA area: Derbyshire

Unique reference number: 112823

Headteacher: Mrs Sylvia Bunting

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 5th and 6th February 2002

Inspection number: 196667

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:	Hartington Buxton Derbyshire
Postcode:	SK17 0AS
Telephone number:	01298 84254
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Appropriate authority:	The governing body
Name of chair of governors:	Mr William Greenwood
Date of previous inspection:	8 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hartington CE Primary School is situated in the village of Hartington in the middle of the Peak Park in Derbyshire, an area which is filled with tourists in summer but which is very quiet in winter. The school is for children aged 4 to 11, and has 47 full-time pupils (30 boys and 17 girls). This is much smaller than most primary schools and is the same size as at the last inspection. Children's attainment on entry is below average and very much depends on the nature of children's pre-school experience.

Most of the pupils come from the village of Hartington and are from a farming background. Because the number of pupils who enter the school each year is very small, statistics vary considerably from year to year. The number of pupils currently entitled to receive a free school meal is lower than most schools. All pupils have English as their first language and none come from an ethnic minority background. There are eight pupils on the register of special educational need; at approximately 17 per cent of the school's roll, this is broadly in line with the national average. Three pupils have Statements of Special Educational Need and, in percentage terms (6 per cent), this is well above average.

HOW GOOD THE SCHOOL IS

Hartington CE Primary is a good school which is justifiably popular with parents. Pupils work hard and have very good attitudes to their work. The standards they achieve when they leave the school are above the national average in English, mathematics and science. The overall quality of teaching is good. The school is well led by the headteacher and the governors are effectively involved. Although the unit costs are very high (inevitable in a small school), the school gives good value for money.

What the school does well

- Pupils' attainment by Year 6 is above average in English, mathematics and science.
- Pupils are enthusiastic learners. Their behaviour and personal relationships are very good.
- The quality of leadership of the headteacher and governors is good and parents express great confidence in the school.
- Teachers make good provision for the wide range of pupils' ages and abilities in each class.

What could be improved

- Teachers make good use of the new mathematics scheme but they could provide even more challenge for higher-attaining pupils.
- The school has made reasonable improvement in the use of information technology in other subjects, but a number of circumstances have meant that the school cannot teach the full information technology curriculum.

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 1997. There were two key issues. One concerned the management of the school and the monitoring of its performance. The school responded well to this issue and now has a good awareness of its strengths and weaknesses and a clear plan for its future development. The other issue was about standards of pupils' attainment in design and technology and information technology. In design and technology, the school now teaches all aspects of the subjects and pupils' attainment is better than at the last inspection. The development of information technology has not been as straightforward. The school devised an appropriate action plan for staff to receive government-funded training and the purchase of new equipment. However, the training did not meet the needs of the staff (the headteacher is currently attending further training sessions) and the school experienced many breakdowns with the new equipment. This has meant that, although computers are now used well in the classrooms to support many areas of learning, some of the skills set out in the National Curriculum cannot be taught. Given the very small staff and this combination of circumstances, the school has made reasonable progress on this issue. In addition, the school has maintained high standards of pupils' attainment in English and mathematics and has raised attainment in science. The quality of teaching has also improved since the last inspection. Overall improvement since the last inspection has been good.

STANDARDS

The number of pupils (one) who sat the 2001 National Curriculum tests at the end of Year 6 was too small to make national comparisons realistic, so these data are not published.

This school's success lies in how it enables pupils to achieve their potential. The progress of all pupils is carefully watched throughout their time in the school and remedial action is swiftly taken if there are difficulties. Pupils across the school achieve well and standards in the current Year 6 are above average in English, mathematics and science. Pupils of differing abilities are mostly well provided for and the performance of boys and girls reflects the national picture. The school sets challenging targets for its pupils and, by the end of Year 6, these are met. Although the inspection was short, good standards of work were also seen in music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a great enthusiasm for school and there is a very good learning ethos in all classes.
Behaviour, in and out of classrooms	Very good in classrooms, around the school and in assemblies. Pupils display much politeness and consideration.
Personal development and relationships	Relationships within the school are very good. All groups of pupils mix easily and there is a friendly atmosphere in the school.
Attendance	Very good - well above the national average.

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.

A major strength of the teaching in this school is the relationship between teachers and pupils. Teachers are models of politeness and consideration to all pupils and this not only sets a good example to pupils, which most follow well, but also lays the foundations of good learning. Because pupils are so confident and secure in the classroom, they enjoy their learning and usually make good use of their time. This means that teachers can work with one group while trusting others to get on with their work. Teachers use this confidence well by organising their lessons so that pupils of varying ages and abilities in each class may work at different levels. This is successful in most lessons, though there are times when more challenge could be given to higher-attaining pupils in mathematics.

English and mathematics are taught well and the skills of literacy and numeracy are given good emphasis. Part-time staff are employed for several days each week to facilitate this and this enables pupils to learn well. Teachers' marking is of a high quality in English books and promotes pupils' progress. Marking in mathematics books tends not to be as thorough. Sometimes, more probing questions could be directed at higher-attaining pupils in mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good emphasis is given to English and mathematics. Careful planning and good use of staff enable pupils to learn well. In addition, pupils are given a good spread of other National Curriculum subjects and religious education, which parents commended at the pre-inspection meeting. Aspects of the information technology curriculum are not covered adequately.
Provision for pupils with special educational needs	Very good support is given by all staff, the outreach teacher and outside agencies. The school is well staffed with teachers and assistants and this enables these pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Assemblies make an important contribution to pupils' spiritual development. The family ethos in the school is immediately apparent to visitors and nurtures pupils' moral and social development. The standards of music and display of artwork in the school make a good contribution to pupils' cultural development. There are also good initiatives to give pupils a genuine experience of other cultures through well-chosen visits and visitors, and work in religious education.
How well the school cares for its pupils	The school offers good welfare and guidance. Parents at the pre-inspection meeting were unanimous in asserting that attendance at Hartington Primary is making their children better people.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads her staff well and together they form a committed team who work hard for the benefit of their pupils. The amount of paperwork required of the headteacher reduces the time available for other aspects of her management, since she is keen to give as much as possible to teaching her class.
How well the governors fulfil their responsibilities	The governors are closely involved in monitoring the school's improvement and current work and take a big part in forward planning. They fulfil all their statutory responsibilities.
The school's evaluation of its performance	The school has good systems of self-review, based upon the annual 'Quality Development Dialogue' with the local education authority. This enables staff and governors to have a good understanding of the school's strengths and weaknesses and to take appropriate action.
The strategic use of resources	The school uses staffing, resources and accommodation efficiently. There is a good understanding of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour in the school is good; the school is helping children to become mature and responsible. • There is a good, caring ethos. • The school is well led and managed and teaching is good. • Children are expected to work hard and achieve their best. • The information they receive about their children's progress. • They would feel comfortable about approaching the school with questions or problems. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Before the inspection, two inspectors attended a meeting with 13 parents, whose opinion of the school was consistently high. The responses to 24 questionnaires (51 per cent of those sent out) were analysed. The inspection team endorses parents' positive views about the school and their confidence in its staff. There is no regular after-school provision but the school takes part in a large number of activities outside school which include sport, drama, music, residential visits, local occasions such as well-dressing and the opening of the refurbished Youth Hostel, and events with local schools. Inspectors agree that this pattern of extra-curricular activities is appropriate for such a small school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment by Year 6 is above average in English, mathematics and science

1. The school's success lies in how it enables pupils to achieve their potential. Pupils take the Qualifications and Curriculum Authority end of year tests in Key Stage 2 and staff analyse the results carefully. If a pupil is performing less well than expected, teachers plan a short, individual programme designed to help the pupil overcome any specific difficulty. Discussions with teachers and scrutiny of records show that they have a very detailed knowledge of each pupil and that they continually share this information with classroom assistants.
2. In English, pupils write in a wide variety of different styles. Pupils in Year 6 take brief notes from library books, using a framework designed by the teachers. From this, they make a good selection of relevant pieces of information to write an interesting account. For example, writing about the sinking of the *Titanic*, one girl wrote "The forward funnel collapsed, crushing a number of swimmers". In a letter of complaint about an unsatisfactory holiday, another pupil wrote, "It wasn't the holiday of a lifetime and certainly not what it said in the brochure". Factual accounts, stories and poetry also appear frequently in their work. Literacy skills are also well used across the curriculum. For example, in a history lesson, a boy in Year 4 wrote a moving account of the experiences of an evacuee, beginning with the words, "I well remember the morning of 1 September, 1939".
3. In mathematics, pupils have a good grasp of place value and how to move figures in columns to multiply by 10 or 100. They recognise equivalent fractions and decimals and know how to find proportions of a given amount. They measure and construct angles to the nearest degree and are familiar with common Imperial measurements and their metric equivalents.
4. Pupils have a good scientific knowledge. This term, they have been studying light. The Year 6 pupils were able to give a clear explanation of the key distinction between a reflection and a shadow, which one girl described succinctly as "blocked light". The junior class was looking at rainbows during the inspection and a heavy shower. The youngest pupils could explain why a rainbow would not be visible, because clouds were completely hiding the sun. Older pupils could explain the refraction of the sun's light by a raindrop. One higher-attaining pupil in Year 3 knew why the sun can cause a rainbow but the moon cannot.

Pupils' are enthusiastic learners. Their behaviour and personal relationships are very good

5. Pupils' very good attitudes are based on the very good relationships which exist between them and their teachers. This is evident in virtually every lesson. Pupils involve themselves fully in everything they are asked to do and behave sensibly and co-operatively. A very good example of this was seen in a music lesson for Years 4, 5 and 6. The pupils have been learning about vocal percussion and they practised two different types of sound - one imitating a bass drum, *dm-dm-dm*, the other a rolled *r-r-r-r* like a snare drum. They then tried reciting *The Grand Old Duke of York* in rhythmic but flat voice. Next, they put them all together and the effect was very impressive. All pupils participated enthusiastically but restrainedly to produce a good performance (though, by the end, the tune we all know from childhood began to creep in).

6. Pupils behave very well throughout the school and almost all the parents who responded to the questionnaire or attended the pre-inspection meeting agree. A particularly good example of pupils' responsible behaviour was seen after assembly in the junior class. Pupils had gone on their own from the hall back to the classroom. By the time the teacher arrived a minute or so later, all the pupils were sitting on the carpet ready for the lesson to begin. They were quiet and sensible and it was clear that this was because they were self-disciplined and not just because adults were approaching.
7. At lunchtime, children eat in family groups and it is not unusual to see older brothers or sisters cutting up food for their younger siblings. Meals are eaten in the junior classroom because it adjoins the school kitchen. The pupils are tidy and careful of their surroundings.

The quality of leadership of the headteacher and governors is good and parents express great confidence in the school

8. The headteacher and governors worked hard, with the help of the local education authority adviser, to address the key issue of the last report about management. The headteacher keeps the work of her staff and the standards of pupils' attainment under regular review.
9. Staff and governors prepare a three-year development plan, which is divided into targets for curriculum, management, personnel, premises, finance, and parents and governors. Each aspect of development has a detailed action plan, including costings, timescales and criteria for evaluating success. The progress of initiatives is annotated in a detailed and analytic way. For example, the current state of information technology in the school has been accurately diagnosed, showing that the school is fully aware of the relevant key issue of this report. All staff share in the running of the school and show much dedication to its pupils. For example, the caretaker keeps the building spotless and the school cook serves as a governor.
10. The school's finances are well managed by the chair of the finance committee and the clerk. Governors are given regular breakdowns of the funding available and what has been spent. An example of the school's good use of the principles of best value is their opting out of the local education authority's financial services in favour of the work being undertaken by the finance governor, who is able to reduce some of the administrative burden on the headteacher.
11. Despite this, the burden of paperwork on the headteacher of a small school is considerable. Added to this is the fact that the headteacher's class gained nine Year 3 pupils in September while only one Year 6 pupil left. Furthermore, the new group of pupils contains a large proportion of children with special educational needs. This has meant that the headteacher has decided to spend even more of her time in the classroom, because she rightly sees that the children need it. Because of these constraints on the headteacher's time, a few of her responsibilities are squeezed. One of these is her oversight of information technology. She urgently needs to share this responsibility and governors are to consider what help they can give, since the other full-time teacher (new in September) already has a large workload.
12. Parents expressed great confidence in the school and its staff at the pre-inspection meeting and in the response to the questionnaires. When asked if the school had improved or otherwise since the last inspection, one parent said that it had, though she hadn't been able to imagine how it could be better.

Teachers make good provision for the wide range of pupils' ages and abilities in each class

13. This is a school with two classes. Reception children and pupils from Years 1 and 2 are in the first class and pupils from Years 3 to 6 are in the other. This means that the spread of ages and ability for which each teacher is responsible is enormous.
14. The success of the teaching has its foundation in the very good relationships between teachers and pupils. Teachers trust their pupils and vice versa. For example, in a good English lesson for Year 6 pupils, the group was preparing to write about anger, using their own experiences. The teacher asked them to act out how one might enter a room if one was angry with the person inside. Several pupils volunteered and they then asked the teacher to show how she would do it. This short episode resulted in the pupils noting good ideas and vocabulary, but could not have been used so constructively had there not been an atmosphere of mutual trust where all knew that they would not be made fun of for their attempt.
15. This session was made possible by the way the school organises its timetable. On two mornings a week, a part-time teacher is employed to teach English to Year 6 pupils while the class teacher (the headteacher) takes Years 3, 4 and 5. For mathematics, another part-time teacher works alongside the headteacher for three mornings a week. In a very good mathematics lesson for all Years 3 to 6, the pupils were learning about quadrilaterals and polygons. Each year group was working at a different level, using text books from the new mathematics scheme. Year 3 pupils were learning to name two-dimensional shapes according to the number of their sides. The classteacher, supporting these and the Year 4 pupils, questioned pupils carefully to help them realise that pentagons, for example, do not have to be a particular shape (regular), but merely have the correct number of sides. Older pupils were supported by the part-time teacher. Those in Year 6 were looking at parallel sides and carrying out an exercise to enable them to look at the relationships between different polygons. Two classroom assistants were also present and were well used by the classteacher to support pupils with special educational needs and small groups around them.
16. The younger class has a full-time nursery nurse and a classroom assistant for three mornings a week. In a very good English lesson, the teacher had planned in great detail what each adult would do. The classteacher worked with the Reception children, encouraging them to retell the story of a bear hunt from memory. She used a map made by some of the children to help them recall the sequence - for example, going through long grass or mud. She carefully enunciated each word on the map to ensure that pupils learnt the words properly - for instance, *maP*, stressing the *P* for a child who thought it was called a *mat*. The children recited the familiar sections of the tale (*We can't go under it ...* and so on) with relevant actions while the teacher showed them good examples of how some of the simple words are written. Afterwards, the children drew themselves on the hunt - several chose to be stuck in the mud - and many of them 'wrote' in their own characters and read back what was going on. The classroom assistant worked with one half on slightly harder work, including computers. Meanwhile, the nursery nurse worked with the Years 1 and 2 pupils on punctuation. Good challenge was offered to these pupils, with the higher attainers in Year 2 attempting to use speech marks. Together, they created a peaceful working environment, despite a group of avid bear-hunters on the other side of a half wall.

WHAT COULD BE IMPROVED

Teachers make good use of the new mathematics scheme but they could provide even more challenge for higher attaining pupils

17. An example of how the new mathematics scheme is used well was given above (paragraph 15). The staff carried out much research to determine which of the many commercial schemes best met the school's needs. The final choice was helped by the availability of extension workbooks and computer software, though the purchase of these has been deferred until more money is available.
18. One of the biggest advantages of the scheme is that it facilitates the teaching of a single topic at different levels at the same time so that, for example, pupils from Year 3 to Year 6 can all study shape. However, even though year groups are small - none has more than nine pupils - there are occasions when pupils learn faster than others. An example was seen in the work scrutiny, where pupils in Year 6 had been calculating addition and subtraction sums using numbers with two decimal places. All pupils had been doing the same work, but higher-attaining pupils, whose work showed an early grasp of the concepts, could have moved on to multiplication and division, using another book. The purchase of extension material would also offer more challenge.
19. Teachers mostly use questioning well but there are occasions in mathematics when questions could be targeted directly at higher-attaining pupils to push their thinking further. Teachers' marking of mathematics work in the juniors could also be used to extend pupils' thought, as it is in English.

The school has made reasonable improvement in the use of information technology in other subjects, but a number of circumstances have meant that the school cannot yet teach the full information technology curriculum.

20. At the time of the last inspection, information technology was reported as having a low priority in the school, with no scheme of work and few pupils having been observed using computers.
21. This situation has changed. Pupils were seen using computers in many lessons and parents at the pre-inspection meeting reported that computers are frequently used to support learning. Year 6 pupils are familiar with routines for printing, saving and retrieving work. They word-process their work, designing it for a particular audience, adding pictures and decorated text. They navigate through web pages on the Internet and use their findings in subjects, such as science, history and religious education. They have some experience of using data to create graphs. Reception children use the mouse to move furniture in teddy's bedroom. Higher-attaining pupils in this group put pictures into squares on a grid according to their initial sound.
22. The school bought new computers after the last inspection and now has seven machines, most of which are networked. However, the hardware has been subject to repeated failure and problems with access via passwords.
23. The headteacher spent a good number of hours attending National Grid for Learning training, but it did not meet the school's real needs of how to teach the other strands of the National Curriculum. The headteacher and her full-time colleague are currently attending a fresh set of training.
24. Now that the machines are functioning properly, the school needs to organise training for staff in specific areas of information technology, for example how to teach control

technology in Years 3 to 6. This could be made easier with the help of a non-teacher to set deadlines and assess progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

25. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:

- * provide greater challenge for higher-attaining pupils in mathematics by:
 - quickening the pace at which they move on to harder work;
 - targeting more questions directly at them in oral lessons;
 - extending the use of challenging comments for older pupils in marking;(Paragraphs 17-19)

- * † implement the full curriculum for information and communication technology by:
 - completing staff training to increase their expertise;
 - providing appropriate resources to teach the strands of data handling and control technology;
 - sharing the headteacher's responsibility for the subject with another person.(Paragraphs 20-24)

*† denotes an issue already highlighted as a priority in the school's development plan.
(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)*

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

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	6	4	4	0	0	0
Percentage	0	43	29	29	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 seven percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	47
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	8

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	0
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	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)

The number of pupils (nine) who sat the 2001 National Curriculum tests was too small to make national comparisons realistic, so these data are not published.

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

The number of pupils (one) who sat the 2001 National Curriculum tests was too small to make national comparisons realistic, so these data are not published.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	38
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	0
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 – Y6

Total number of qualified teachers (FTE)	2.8
Number of pupils per qualified teacher	16.8
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	67.5

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	136,150
Total expenditure	133,797
Expenditure per pupil	3,186
Balance brought forward from previous year	4,047
Balance carried forward to next year	6,400

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 51%

Number of questionnaires sent out	47
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	67	25	0	0	8
My child gets the right amount of work to do at home.	42	42	8	0	8
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	79	13	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	54	46	0	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	67	25	0	0	8
The school provides an interesting range of activities outside lessons.	42	29	21	0	8