

INSPECTION REPORT

KINGMOOR JUNIOR SCHOOL

Carlisle, Cumbria

LEA area: Cumbria

Unique reference number: 112229

Headteacher: Mr A J Baker

Reporting inspector: Mr B H Cooper
10182

Dates of inspection: 22nd to 24th May 2000

Inspection number: 185687

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr I G Bousie
Date of previous inspection:	4 th December 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the Kingstown area in the north of the city of Carlisle. It is an average sized county junior school with 237 on roll divided in to eight single age classes. There are similar numbers of boys and girls. Whilst the vast majority of pupils transfer from the neighbouring infant school, an increasing number, including some pupils with special educational needs, come from out of catchment. Most pupils are of white ethnicity and none have English as a second language. Most live in owner-occupied housing. Eight pupils are eligible for free school meals, which is 3.4 per cent of the school and is well below the national average. There are 38 pupils on the school's special needs' register. This, at 16 per cent of the school population, is below the national average. Five pupils (2.1 per cent) have statements of special education need which is lower than the average for Cumbria. Pupils' attainment when they join the school is above the national average.

HOW GOOD THE SCHOOL IS

Kingmoor is a very effective school, which provides a good quality of education for all its pupils. Standards are well above the national average in English, mathematics and above the national average in science. The school has maintained these standards since the last inspection, whilst at the same time offering a broad curriculum and an excellent range of extra-curricular activities. The quality of teaching is good throughout the school and pupils are keen to learn. The teachers work hard to enable pupils to achieve their full potential. They expect and achieve good standards of behaviour from the pupils. The headteacher provides strong leadership and is very committed to the school. He is well supported by a very able and hard-working deputy headteacher. The Governing Body is very hard working and supportive and is fully involved in all aspects of the school. The school has average income per pupil and provides good value for money.

What the school does well

- The pupils achieve standards well above national averages in English, mathematics and above average standards in science by the age of 11.
- Pupils behave well, are keen to learn and have very good relationships with one another.
- The quality of teaching is good.
- The provision for pupils with special educational needs is very good and enables these pupils to make good progress.
- The school has strong links with parents and the local community.
- The headteacher provides strong leadership and the Governing Body are very committed to the school.
- The school provides a very good range of extra-curricular experiences for the pupils.

What could be improved

- Standards in Religious Education at the age of 11.
- The consistency and clarity of setting homework.
- The further monitoring and evaluation of the school's performance and effectiveness.

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 good improvement since the last inspection, which took place in December 1995. The school has maintained the standards in English, mathematics and science. The school has successfully tackled the key issues identified at the last inspection. The school now follows the special needs Code of Practice fully and the provision for these pupils is very good. They receive very good support from the special needs' teacher and special educational needs' co-ordinator. Pupils with special needs have clear targets for improvement set down in their individual education plans. The school has introduced a good range of assessment procedures for all pupils. These are used well both to monitor progress and to assist curriculum planning. There has been an increase in the monitoring of all aspects of the school's work by the Governing Body, headteacher and to a lesser extent subject co-ordinators. These procedures are beginning to help the school identify strengths and weaknesses in all aspects of the school but are still not fully developed.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A	B
mathematics	A	A	A	B
science	A	A	B	C

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

On the basis of the end of Key Stage 2 National Curriculum tests, pupils' standards have been well above national averages for the past 3 years, apart from science in 1999, which was above national averages. The percentage of pupils reaching the higher level 5 is well above the national average in English and mathematics and above the national average in science. In comparison with similar schools, the results in English and mathematics are above average and in science are average.

The inspection findings confirm these standards. In information technology, pupils are making good use of their skills across the curriculum and achieving the standards expected for their age. In religious education, standards at the age of 11 are below what is expected and pupils do not have broad enough knowledge of the subject.

Pupils of all abilities make good progress through the school, apart from in religious education, and achieve standards in line with their abilities.

The school uses its assessment data well to enable accurate and sufficiently challenging targets to be set for pupils. The school is set to achieve these targets this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are keen to learn. They participate well in lessons.
Behaviour, in and out of classrooms	Pupils are well behaved in and around the school. They work and play well together. They are thoughtful about the needs of others.
Personal development and relationships	Pupils are very keen to take on responsibility. Relationships in the school are very good and contribute to the quality of school life.
Attendance	Very good. Well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
22 lessons seen overall	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.

During the inspection, teaching was very good in 27 per cent of lessons, good in 55 per cent of lessons and satisfactory in 18 per cent. The teachers have successfully adapted the literacy and numeracy strategies to the needs of the pupils. They are successful in the teaching literacy and numeracy skills and plan work to meet the needs of pupils of different abilities. Pupils are given good opportunities to use these skills in other subjects. Teachers have good understanding of the requirements of pupils with special educational needs in their class. Teachers adopt a quiet and calm approach to teaching, have a good relationship with their classes and manage the pupils well. In some lessons, the pace of teaching is a little slow. In the best lessons, the teachers ask challenging questions and have high expectations of the pupils. Teachers are making greater use of information technology in their lessons, but the extent of its use varies from class to class. Teachers mark pupils work thoroughly and pupils are given a clear indication of how they can improve their work.

The quality of learning is good and pupils are given opportunities to learn formal skills, participate in discussion and find things out for themselves.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum, although in Year 6 there is a greater emphasis on English and mathematics. Good use is made of topics and subjects are mainly successfully taught in this way. The school offers very good opportunities for the pupils to learn about their health. A very good range of extra-curricular experiences is offered including sport, music and residential trips.
Provision for pupils with special educational needs	The provision for these pupils is very good and enables them to make good progress. Their needs are accurately identified with clear and realistic targets being set in their individual education plans. They receive high quality teaching when taught individually or in small groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. Assemblies include very good opportunities for pupils to both contribute to and lead assemblies. Pupils have a clear understanding of right and wrong and are encouraged to think about the impact of their actions on the environment.
How well the school cares for its pupils	The school cares well for its pupils. Teachers know the pupils well and look after their individual needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong energetic leadership and has a clear vision for the school. He is well supported by his deputy and senior staff. School development is carefully thought through and thoroughly discussed by governors and staff.
How well the governors fulfil their responsibilities	The Governing Body is very hard working and committed to the school. They are very involved in producing the school development plan and all other aspects of the management of the school. They fulfil their responsibilities very well.
The school's evaluation of its performance	The school is beginning to monitor its performance and identify strengths and weaknesses in the school. Methods include classroom observation and the Governing Body checking on procedures for example in relation to pupils with special educational needs.
The strategic use of resources	The headteacher and Governing Body use the school's resources well to support educational development and to improve standards. The school is quick to take advantage of any grants that are available and spends money carefully. The school is giving good value for money.

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 teaching is good. • The school expects children to work hard. • The information provided by the school. • They would feel comfortable about approaching the school with questions or problems. • The school works closely with parents. 	<ul style="list-style-type: none"> • The amount of homework the pupils receive.

The evidence gathered during the inspection supports the positive views of parents. Whilst the team considers that pupils receive the right amount of homework to support their work in school, they agree that teachers could agree a more consistent approach to giving homework.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve standards well above national averages in English, mathematics and above average standards in science by the age of 11.

1. The school promotes high standards in these subjects and enables pupils to achieve their best.
2. In English, speaking and listening skills throughout the school are of a very high standard. Pupils are articulate and able to adopt appropriate styles of speech to suit the situation. Most answer questions clearly and in full sentences. Both in class and in assemblies, contributions from pupils are clear, well thought out and interesting. Pupils listen well to their teachers and one another and follow instructions well.
3. Standards of reading are well above national averages throughout the school. Parents are very positive about their children's progress in reading. The pupils' own reading records confirm the wide variety of books read by individual pupils. They are given the opportunity to read from the well-stocked school library and to use their skills either to find out information from reference books or computer software. They write critical book reviews, which are helpful to their peers who might wish to read the book.
4. Pupils display a good knowledge of the formal skills of spelling, grammar and punctuation. They have good comprehension skills and use these well. The approach to handwriting emphasises the development of pupils' own styles, which are usually neat and joined up. There is a good range of writing such as descriptive, poetry, persuasive and story. Year 6 pupils write mature and thoughtful poetry such as 'When I was one'. Pupils give their opinions clearly on such local issues as the Carlisle millennium project and the building of a new health and fitness club. Most story writing is completed in a limited time and there are few opportunities for pupils to write long stories or really develop ideas over time.
5. Standards in mathematics are well above national averages. Pupils are covering all aspects of the national numeracy strategy. They have opportunities to investigate number in mathematics using the skills they have learnt. Pupils in Year 6 are confident at adding, subtracting, multiplying and dividing and use these skills in other subjects such as science, for example when measuring temperatures. Higher attaining pupils succeed in calculating Value Added Tax on hotel bills. Pupils can change decimals to fractions. Pupils have a good knowledge of tables and are able to carry out mental arithmetic quickly and accurately. They show a good understanding of shapes and can use standard measures. They are able to record their findings on various types of graph and make use of information technology to do this. Their work is well presented and laid out neatly. The decision to teach Year 6 in groups set by ability is having a positive impact on standards.

6. In science, standards are above average and there is good coverage of the subject throughout the school. In Year 6, they produce topic folders on the areas they have covered. In Year 3, the pupils gain much from their practical work with magnets, soon identifying which materials would be magnetic. In Year 5, pupils successfully learn how to observe snails and compare them with other animals. The quality of questioning and recording is very good and pupils are made very aware of the correct vocabulary to use. In Year 6, there is a strong emphasis on gaining more knowledge about the subject, but less opportunity for pupils to make up their own investigations.

Pupils behave well, are keen to learn and have very good relationships with one another

7. The pupils behave well in and around the school. They take advantage of the well-designed play areas and play sensibly and thoughtfully with others at playtime. Lunchtime is a pleasant social event and pupils are chatty but well mannered. They walk in to school sensibly at the end of playtime.
8. Pupils behave well in class. They listen well in discussions and respect one another's views and opinions as in the religious education lesson in year 5 when participate in mature discussion. They are attentive in class. They try their best and demonstrate a thirst for knowledge as shown in the Year 6 lesson preparing for their residential trip to Northumberland. Pupils are not only excited at the prospect of the social aspect of the trip but also the opportunity to use their mapping skills. In literacy and numeracy lessons throughout the school, pupils participate sensibly in the opening sessions and are keen to answer questions. They take care over their work and present it neatly. Great pride is taken over project folders.
9. Pupils are very thoughtful about the needs of others. Paired reading between older and younger pupils work well and encourages social responsibility. Pupils with special needs are treated sensitively and thoughtfully by their peers.

The quality of teaching is good

10. All the teachers are hard working and committed to the school and its pupils. They plan their lessons well in year groups and try to make lessons as interesting as possible. They have very good relationships with pupils and expect and achieve good standards of behaviour and manners. They teach the Literacy and Numeracy Strategies well and have successfully adapted aspects of it to the specific needs of the pupils at Kingmoor. There is a strong focus on literacy and numeracy skills.
11. Particularly good use is made of visual aids in the teaching of mathematics. Broomsticks are well used to demonstrate finding fractions of numbers as well as counting on in numbers. In Year 4, pupils are challenged and expected to answer mental arithmetic quickly and accurately. Clear explanation is given as to different methods that can be used to work out answers. In Year 6, numeracy is made particularly relevant as it is linked to the residential trip to Northumberland. In literacy in Year 3, one very well planned lesson enabled pupils to compare and discuss the different books of Roald Dahl. This cleverly links the skills of reading and writing as pupils record their opinions in book reviews. In Year 6, the teacher compares the differences between types of diary for example Adrian Mole and Samuel Pepys and links it well to diary writing on the residential trip.

12. In a minority of satisfactory lessons, the pace is a little slow and the sense of urgency is lost. Also work is not sufficiently directed and the knowledge and understanding that pupils gain is not focussed on adequately.

The provision for pupils with special needs is very good and enables these pupils to make good progress

13. The school has greatly improved provision for pupils with special educational needs since the last inspection. The needs of all pupils with statements of special educational need are fully met. Pupils with special educational needs have clearly written individual education plans with achievable targets. These are well known to both the special needs' teacher and class teacher. Specific activities, materials and equipment are used well to help address and rectify problems. Progress is continually reviewed both in relation to targets and assessment tests. Parents are always invited to attend reviews and most do so.
14. The quality of teaching, when pupils are taught by the special needs' teacher away from their class, is very good. Work is very carefully chosen to interest and motivate the pupils. The teacher is very supportive and encouraging and aims to increase the confidence of the pupils. In class, pupils are also well supported and their needs are identified in lesson planning. As a result of this very good provision, these pupils are making good progress. Generally throughout the school, teachers aim to raise the self-esteem of pupils with special educational needs. These pupils are expected and encouraged to participate in all that the school has to offer.

The school has strong links with parents and the local community

15. The school provides very good information for parents. They are kept well informed about both the school curriculum and school events and are welcomed in to school. The school operates a policy that parents can see their child's teacher at any reasonable time. Parents are encouraged to help in classrooms and on trips. Parents are invited to class assemblies and Christmas concerts. They are very supportive of their children's learning and are keen to help them at home.
16. The school hosts a centre for the community to study information technology. Members of the community who have participated in that project are now involved in helping in information technology lessons in school. The school orchestra regularly performs at community events such as a Christmas Concert for old age pensioners. Other pupils have visited a local hospice. Year 6 pupils were reporters for the week on the local newspaper. The school keeps the local community well informed about what is going on, and involves them in decisions over the school grounds.

The headteacher provides strong leadership and the Governing Body are very committed to the school.

17. The headteacher is very hard working and committed to the school. He has a vision for the school and parents comment that he is always looking for ways to improve the school. He works together with senior staff to oversee the introduction of new initiatives. His annual analysis and review of the school curriculum is a well thought out, useful document. The staff handbook provides both an excellent introduction to the school and a valuable reference book for all staff. The aims of the school provide a clear direction for his leadership and are at the heart of decision making.
18. The Governing Body is fully involved in the strategic management of the school. They are fully aware of what is happening in the school. Under the very good leadership of the chair of governors, they have become very involved in the school – for example in designing and developing the play area for the pupils. They do not hesitate to question decisions made in school by the headteacher and staff. A recent check on the effectiveness of the special needs' policy in the school involved governors in reviewing procedures and interviewing parents. Details of the outcome are reported to governors, staff and parents.
19. The Governing Body has recently carried out a review of its own effectiveness. The preliminary findings, which are very positive, have been reported to parents in the annual governors' report. The Governing Body is very involved in development planning both through their own regular discussion and an annual forum with staff. They carry out all their statutory duties efficiently including spend income carefully and monitoring the school budget.

The school provides a very good range of extra-curricular experiences for the pupils

20. The school offers pupils many opportunities to participate in activities beyond the usual school curriculum. Pupils are offered a wide variety of musical experiences including a choir, an orchestra and a good variety of instrumental tuition. Sports teams include under 9 and under 11 football and netball teams as well as swimming, athletics, rugby, tennis and cricket. These teams have been very successful at winning a variety of local competitions. The pupils also learn first aid and receive a comprehensive health education programme. Residential and day trips feature strongly in the school. Pupils in Year 6 take part in a residential trip to Northumberland and other classes make very good use of the local area for example visiting Dalemain House.

WHAT COULD BE IMPROVED

Standards in Religious Education at the age of eleven

21. The school has already identified that religious education requires further development and full recognition that it is one of the five core subjects along with English, mathematics, science and information technology. At present the school has not adopted the new locally agreed syllabus for religious education. In addition, pupils in Year 6 have their religious education included in other topics rather than being taught as a separate subject. This has resulted in insufficient recording of work on the subject at this age. Pupils have little knowledge of world religions other than Christianity. They can recall information about some Christian festivals. Their recent religious education relates more to moral issues and has been less based on spirituality.

The consistency and clarity of the school's policy towards giving homework

22. Parents are concerned that there is no consistent approach to giving homework and that they are not clear about the school's approach to giving homework. They also feel that their children sometimes come under too much pressure to complete homework by the following day. The school does have a homework policy, which was first issued in 1992 and updated in 1994. This policy covers the philosophy behind giving homework and gives examples of different types of homework, but is not clear enough about the style of homework to be given in each year group and the time that it is likely to take. This makes it very difficult for staff to give consistent amounts of homework and for pupils to receive the full benefit from it.

The monitoring and evaluation of the school's effectiveness and performance

23. The school has made a good start on monitoring and evaluating effectiveness and performance. The Governing Body has led the way on this in the review of its own effectiveness. However the level of the headteacher's teaching commitment is limiting the time he can spend in monitoring and evaluating all aspects of the school including teaching and pupils' work. Subject co-ordinators have a limited monitoring role and spend little time observing other teachers or looking at work produced in their subjects. As a result most of them do not have sufficient first hand information about the teaching and standards in their subjects throughout the school. The results of monitoring are not being fully acted upon, and as a result any weaknesses in the school are not being tackled quickly enough.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24. The Governing Body, headteacher and staff should further improve the school by:

Raising standards in religious education at the age of eleven by:

- Introducing the new locally Agreed Syllabus throughout the school.
- Fully recognising it as a core subject and giving more time to it's teaching, particularly in Year 6.

Making parents more aware of the school's approach to giving homework by:

- Revising the present homework policy so that guidelines are clearer as to what is expected by the school.
- Issuing the new policy to parents.
- Making sure that the new policy is consistently applied by all teachers.

Continuing to develop the monitoring and evaluation of all aspects of the school's performance and effectiveness by:

- Reducing the teaching commitment of the headteacher to give him more time to carry out this work.
- Allocating subject co-ordinators more time to develop their monitoring role.
- Using the information gathered to spread good practice through the school and to clearly identify and act upon any aspects that require improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
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
	27 per cent	55 per cent	18 per cent			

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		237
Number of full-time pupils eligible for free school meals		8

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		38

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	9
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	3.5
National comparative data	5.9

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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	29	29	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	26	27
	Girls	25	25	24
	Total	51	51	51
Percentage of pupils at NC level 4 or above	School	88 (81)	88 (82)	88 (95)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	26	28
	Girls	25	25	25
	Total	52	51	53
Percentage of pupils at NC level 4 or above	School	88 (88)	88 (85)	88 (93)
	National	68(65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	2
Pakistani	
Bangladeshi	
Chinese	2
White	233
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	24
Average class size	29.6

Education support staff: Y3 – Y6

Total number of education support staff	1
Total aggregate hours worked per week	20

Exclusions in the last school year

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

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

Financial information

Financial year	1998
	£
Total income	334978
Total expenditure	362124
Expenditure per pupil	1516
Balance brought forward from previous year	14497
Balance carried forward to next year	23918

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	123

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	3	2	0
My child is making good progress in school.	56	38	5	1	0
Behaviour in the school is good.	52	42	3	0	2
My child gets the right amount of work to do at home.	40	46	12	0	2
The teaching is good.	66	33	0	0	1
I am kept well informed about how my child is getting on.	59	37	2	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	24	2	1	0
The school expects my child to work hard and achieve his or her best.	79	20	1	0	0
The school works closely with parents.	62	33	2	1	2
The school is well led and managed.	75	21	2	0	2
The school is helping my child become mature and responsible.	68	26	4	0	2
The school provides an interesting range of activities outside lessons.	68	26	4	0	2

Other issues raised by parents