

# INSPECTION REPORT

## **GREASBY JUNIOR SCHOOL**

Greasby, Wirral

LEA area: Wirral

Unique reference number: 105026

Headteacher: Mr S G Moss

Reporting inspector: Mr D S Roberts  
1743

Dates of inspection: 1<sup>st</sup> – 2<sup>nd</sup> February 2000

Inspection number: 188102

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 – 11 years
Gender of pupils:	Mixed
School address:	Mill Lane Greasby Wirral Merseyside
Postcode:	CH49 3NS
Telephone number:	0151 677 1837
Fax number:	0151 677 1748
Appropriate authority:	The governing body
Name of chair of governors:	Mr S Creed
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Greasby Juniors is a larger than average size school for boys and girls 7 – 11 years old. The school provides education for 304 pupils and the proportion eligible for free school meals is less than that found nationally. Nine pupils are from families belonging to ethnic minority groups. The proportion of pupils speaking English as an additional language (over two per cent) is higher than in most schools. There are 63 pupils on the register for special educational needs. The 11 who are at stages three to five on this register, include pupils with moderate learning difficulties, dyslexia, autism and behavioural problems. Of these, four pupils have statements of specific needs. The great majority of pupils transfer to the school from the associated infant school, and attainment levels on entry are in line with those found nationally.

### **HOW GOOD THE SCHOOL IS**

This is a very good school. It makes first class provision for its pupils, who achieve high standards in all aspects of their education. The headteacher, staff and governors work together effectively and successfully to promote the pupils' academic and wider development. The school receives below average income and provides very good value for money.

#### **What the school does well**

- Standards are high, particularly in the core subjects of English, mathematics and science.
- Teaching is of high quality, particularly in the core subjects.
- The headteacher and deputy headteacher provide outstanding leadership and are strongly supported by the highly effective work of co-ordinators for subjects and aspects of the curriculum.
- The pupils show excellent attitudes towards their work and their behaviour is consistently of a high standard.
- The school provides a highly relevant, rich and stimulating curriculum.
- Relationships are very strong at all levels, and help to create a supportive and purposeful ethos for learning.

#### **What could be improved**

- The annual written report, which already provides useful information on pupils' progress, should include separate sections for reporting on information and communication technology and design and technology.

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

The area for improvement will be included in the governors' action plan which will be sent to all parents and carers of pupils at the school.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has been very successful in building upon the achievement described in the last inspection report. The proportion of pupils achieving national standards continues to grow, and shows a significant increase in mathematics and science. Continuing improvements in the quality of teaching and the successful implementation of the National Strategies for Literacy and Numeracy, together with the introduction of arrangements for grouping older pupils in separate classes for literacy and numeracy according to their prior attainment, are contributing significantly towards higher quality and standards.

Since the last inspection, the school has improved its use of assessment information to assist teachers in planning for teaching and learning. In addition, the arrangements for reporting on pupils' progress have been strengthened further by introducing a third parents' evening. The school is well-placed to maintain and build on the present high standards.

## 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*	A
mathematics	A	A	A	A
science	A*	A	A	A

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

The table shows that standards in English are very high compared to all schools and well above average for schools with similar characteristics. In mathematics and science, standards are well above the average for all and similar schools. The standard of work produced by pupils during the inspection was consistent with the school's national test results.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are highly motivated and respond positively in all lessons. They like school and show considerable pride in their work.
Behaviour, in and out of classrooms	Consistently of a high standard in all lessons and in all areas of the school.
Personal development and relationships	Excellent. Pupils show maturity and a capacity to take initiative and accept responsibility. They show sensitivity and respect for each other's feelings.
Attendance	Very good. No unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	n/a	n/a	Very good

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

Teaching was at least good in all lessons observed; 45 per cent of lessons were judged to be very good and 23 per cent excellent. The teaching of English, mathematics and science is highly effective. Purposeful, precise planning, high expectations of pupils, excellent class management and constructive marking of work, are strong features in the lessons. Pupils at all levels of attainment are well extended intellectually and demonstrate interest and enjoyment in the tasks they are set. They work very productively and generally make very good progress in extending their literacy and numeracy skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Highly relevant, rich and stimulating curriculum. Places strong emphasis on development of literacy and numeracy skills, and is enhanced by a wide range of extra-curricular activities and educational visits.
Provision for pupils with special educational needs	Very good. Teachers and classroom assistants work together effectively to provide good support. Older pupils benefit from the arrangements for grouping pupils in sets according to ability for literacy and numeracy lessons.
Provision for pupils with English as an additional language	Very good provision made by class teachers. External support from the local education authority is available when necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for all elements. Imaginative use of assemblies and work throughout the curriculum, supported by the good examples set by adults, are important factors in the successful promotion of these aspects of the curriculum.
How well the school cares for its pupils	Very good procedures (which are implemented consistently) for ensuring pupils' welfare, health and safety and for child protection.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership and management by the headteacher, deputy headteacher, senior management team and co-ordinators with responsibilities for subjects and aspects of the curriculum.
How well the governors fulfil their responsibilities	Very effective. Governors maintain direct involvement through committee roles. Highly committed and proud of the school. They combine effectively with headteacher and senior management to provide clear direction for the work of the school.
The school's evaluation of its performance	Very strong feature. Regular and systematic assessment of own performance in terms of pupils' progress and standards they achieve in all aspects of their education.
The strategic use of resources	Highly effective. Regular monitoring and very supportive staff development programme in place. Well-conceived school development planning process ensures money is effectively targeted to extend resources and address accommodation requirements. Governing body successfully applies best value principles when arranging services by external agencies.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The children like school.</li> <li>• Children make good progress.</li> <li>• Behaviour is good.</li> <li>• They feel comfortable about approaching the school with questions or problems.</li> <li>• The school expects their children to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents would like more information about their children's progress.</li> <li>• Some would like a greater range of learning activities outside the classroom.</li> </ul>

The inspectors endorse the parents' positive views. Parents receive a comprehensive end of year report on their children's progress. Since the last inspection, the school has added a third parents' evening, and teachers are always happy to discuss particular concerns with parents during the course of the year. These arrangements are judged to be appropriate. Inspectors also found that the school provides a wide range of interesting learning activities outside the classroom.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards are high, particularly in the core subjects of English, mathematics and science**

- 1 The pupils' performance in National Curriculum tests is very high in English and well above average in mathematics and science.
- 2 In English, the great majority of pupils at all levels of ability make very good progress during their time in the school. Their very good skills in speaking and listening are particularly apparent during the whole-class introductory element of literacy lessons, when pupils listen carefully to what others have to say and express their own opinions clearly and confidently. Their progress is helped by the fact that teachers ask challenging questions, encourage pupils to think about what they have to say, and create many opportunities for them to express their opinions.
- 3 The successful implementation of the National Strategy for literacy has a particularly positive impact on pupils' progress in reading and writing, and contributes significantly towards very high standards by the time pupils reach Year 6. Well-pitched and challenging tasks during literacy lessons result in a consistent increase in pupils' reading and writing skills.
- 4 Regular opportunities for pupils to apply newly acquired language skills in writing for particular purposes is a very good feature in the teaching. This was particularly evident during a literacy lesson in Year 6, when pupils studied ways of constructing an effective argument in writing. They examined an article on pollution to see how an experienced writer presented his argument, before analysing the text effectively to identify the key features. They produced their own argument on the relative merits of building a new supermarket in a particular area. In completing this task, the pupils extended their knowledge of the use of language, increased their vocabulary and derived considerable benefit in constructing their own argument.
- 5 In mathematics, the strong emphasis placed on teaching basic skills helps pupils throughout the school to develop confidence and accuracy in working with numbers and measures. The successful implementation of the National Numeracy Strategy has a positive effect on standards by helping teachers to plan and organise lessons effectively. In addition, the arrangements for grouping older pupils in sets according to ability enables teachers to challenge each group more effectively and increase their rate of progress. By the end of the key stage, pupils are able to apply confidently their knowledge and understanding of mathematics to solve a variety of problems.
- 6 The great majority of pupils make very good progress in science and by the end of the key stage their attainment is well above that of pupils in similar schools. They develop particularly good skills in the investigative and experimental elements of science. This was evident in Year 5, for example, when pupils investigated the relative effectiveness of various cleaning agents. They drew well on work completed during previous lessons to make sensible predictions and to carry out fair tests. They made good use of a range of sophisticated equipment to help them with their tasks. The majority carried out a series of observations and measurements with precision before reaching appropriate conclusions.
- 7 High standards of literacy and numeracy contribute significantly towards the quality of pupils' learning across the curriculum. Opportunities are taken frequently in subjects such as history, geography and science through extended writing or tasks which involve accurate measurements, to extend further the pupils' literacy and numeracy skills.

## Teaching is of high quality, particularly in the core subjects

- 8 Throughout the school, the quality of teaching is of a particularly high quality in the core subjects. Conscientious preparation and highly effective planning enable teachers to be secure in their subject knowledge and expertise in all three subjects. Precise learning objectives are shared with pupils at the beginning of lessons and very effective use is made of final plenary sessions to check that objectives have been achieved, to consolidate learning and to extend the pupils' thinking. High expectations of pupils and excellent classroom management are consistent features in the teaching, which extends pupils intellectually, sustains a good pace of learning and promotes high standards of behaviour.
- 9 In English, texts for literacy lessons are imaginatively selected and good use is made of overhead projectors to present texts so that pupils are able to view them clearly. Skilful lesson organisation ensures that excellent use is made of the time available, with pupils moving smoothly from one element of the lesson to another. Clear explanation and very good questioning skills promote interest in the text. Perceptive introduction of new concepts, which become increasingly complex as pupils progress, enable them to retain confidence as they learn. For example, a class of older pupils studied texts taken from "Goodnight Mister Tom" and "Rose Blanche" to identify the key features of historical writing. The word level element of the work included identifying unstressed vowel spellings in polysyllabic words. Skilful teaching, with good use of humour, enabled pupils to enjoy the experience and helped them to master some challenging new concepts.
- 10 In mathematics, mental work is conducted very effectively and the imaginative use of resources is a strong feature. For example, one teacher made good use of home-made cards to support an activity to place numbers in the correct order. This enabled pupils to acquire quickly the understanding of how to order decimals to three places. The imaginative use of the overhead projector to introduce new concepts and consolidate learning is also a good feature in many lessons. In all lessons strong emphasis is placed on using correct mathematical terminology. The successful implementation of the National Numeracy Strategy is having a positive impact on teaching, and all elements of the numeracy hour are addressed appropriately, with teachers achieving a good balance between explanation and worthwhile learning activities.
- 11 In science, very good lesson organisation creates opportunities for pupils to learn through direct experience. Perceptive intervention in group activities by the teachers consolidates and extends learning. In Year 5, for example, the teacher drew effectively on the experience gained by pupils as part of the school's links with industry. They worked with a visiting community scientist from Unilever Research, and pupils benefited greatly from class investigations, making good use of what they had learned from the visiting scientist.
- 12 In all lessons, the constructive marking of work is a strong feature in the teaching. Care is taken to value each pupil's effort and also to set targets for continuing improvements. These are set at the end of the child's work and are expressed as "The way forward". For example, in one class, following the writing of a modern re-telling of Shakespeare's "A Midsummer Night's Dream", the teacher added some encouraging comments and then wrote: " Way forward:-
- \* plan your story more carefully;
  - \* use a dictionary to help with new words; and
  - \* remember to use speech marks."

**The headteacher and deputy headteacher provide outstanding leadership and management and are strongly supported by the highly effective work of co-ordinators for subjects and aspects of the curriculum**

- 13 The headteacher's strong sense of purpose and commitment to provide a high standard of education for the pupils are of crucial importance in this school's success. The structures which have been put in place and the perceptive appointments of key members of staff made during his term as headteacher, are significant factors in the current high standards of attainment and richness of the curriculum.
- 14 Highly effective leadership at all levels is a strong feature in the school. The headteacher, deputy headteacher and senior management team combine very effectively with the governing body to provide clear vision and direction for the work of the school. This is reflected in the high quality school development plan which sets out clearly the school's future priorities and strategies for their implementation. Financial planning is highly effective. The relatively large proportion of funds carried forward from the last financial year is in anticipation of an adjustment in the number of pupils entering the school in the near future, and its effect on the school's income.
- 15 The strong and effective partnership between the headteacher and deputy headteacher contributes positively towards the highly efficient management of the school. Educational aims are communicated effectively to parents and are consistently reflected in all of the school's work. Clear guidance is provided for all staff and very good provision is made for their personal development. The school's success in gaining the " Investors in People " award is an indication of its commitment to valuing and developing its staff. The deputy headteacher has specific responsibility for monitoring the school's performance and progress towards the targets for improvements. The detail and quality of this analysis is of great value in helping the school to evaluate current practice to see if any aspects need improvements.
- 16 The very effective leadership provided by co-ordinators for subjects and aspects of provision makes an important contribution towards maintaining a broad and high quality curriculum. The good work of those responsible for co-ordinating English and mathematics is an important factor in the successful implementation of the national strategies for literacy and numeracy. The efficient work of the special educational needs co-ordinator enables the school to make very good provision for pupils in this category. All co-ordinators contribute significantly towards the highly effective procedures for monitoring teaching, pupils' performance and the quality of the curriculum.

**The pupils show excellent attitudes towards their work and their behaviour is of a consistently high standard.**

- 17 The pupils' excellent response in lessons contributes significantly towards their very good progress and the high standards which they achieve. They enjoy coming to school, relate happily to one another in all areas of the school, work hard and show a healthy pride in their achievements.
- 18 In literacy lessons, pupils listen attentively during the whole-class introduction to lessons and show enthusiasm when responding to their teachers' questions. They value the contributions of other pupils, and show respect for their opinions and beliefs. The great majority sustain concentration very effectively during independent work and share experiences confidently during the final plenary sessions. Older pupils show considerable maturity when exploring issues which give rise to conflicting views. They show an ability to use persuasive argument effectively in a calm manner.

- 19 In numeracy lessons, the pupils' ability to recall prior learning is a strong feature which reflects their conscientious attitudes to their work. They respond well to challenging work and show a capacity to persevere when difficulties arise. They take careful note of their teacher's advice and guidance to help them improve their performance. The very sensible attitudes of older pupils were particularly apparent when they engaged in a card game to order decimals in terms of value. Their mature co-operation contributed greatly towards the lesson's success.
- 20 The pupils' consistently positive attitudes contribute significantly towards their progress in other subjects. In science, their ability to share resources and equipment and co-operate sensibly during investigative and experimental work is a strong feature. In information technology, their ability to work sensibly with low level supervision and their capacity to overcome difficulties through trial and error contribute greatly towards their good progress and attainment. In history and geography, their capacity to enter sensibly into role play and to empathise with people in difficult situations adds considerably to the understanding and knowledge which they acquire.
- 21 In all lessons, the pupils' behaviour is consistently of a high standard. This is also the case in other areas of the school including the playground. Older pupils show consideration and set good examples for younger ones. The excellent behaviour of pupils is particularly noticeable during whole school assemblies and adds considerably to the strong sense of community apparent on these occasions.

**The school provides a highly relevant rich and stimulating curriculum.**

- 22 The curriculum places strong emphasis on the development of literacy and numeracy skills. This is achieved through the successful implementation of the national strategies for literacy and numeracy and by the imaginative use of opportunities to extend these skills through work in other subjects.
- 23 In science, for example, investigative tasks which require accurate measurement help to extend pupils' numeracy skills. In subjects such as history and geography valuable opportunities are created for pupils to produce extended writing about various topics and issues arising from their studies. Careful planning links work covered during the literacy hour with that in other subjects. For example, work covered during the literacy hour in Year 6 on the key features of historical text, was followed up effectively as part of a history lesson.
- 24 Strong emphasis is also placed on extending pupils' capability in the use of information and communication technology through work in other subjects. Regular use is made of the computer suite for this purpose. Some literacy lessons are timetabled for the computer suite and this increases pupils' motivation and has a positive effect on the quality and standard of their work. In a Year 6 lesson, for example, following the text and word level work, the pupils worked on computers to word-process their responses to the task set. In this way they developed confidence and speed in using information technology as well as extending their literacy skills.
- 25 In addition to placing strong emphasis on developing the pupils' literacy and numeracy skills, the school has been successful in retaining a broad curriculum which offers a rich variety of learning opportunities. In addition, it offers a wide range of extra-curricular opportunities in sport, music and drama and residential experiences for all pupils, which enhance the statutory curriculum.
- 26 The school's links with industry have created additional opportunities for pupils to extend their learning. For example, Year 6 pupils took part in a bridge building project as part of their work in design and technology, which involved designing a bridge for the Wirral Way. This followed a visit by a civil engineer from Cheshire County Council to explain the project.

- 27 The school is very successful in promoting the pupils' spiritual, moral, social and cultural development. Topics covered during whole-school assemblies and issues arising in work across the curriculum create many opportunities for pupils to reflect on spiritual and moral questions relevant to their age. Their awareness of the difficulties faced by other people is heightened by the school's involvement in charities, such as that to support the street children of Bolivia. Regular contributions by local clergy and other visiting speakers extend further the pupils' knowledge and understanding of life and world issues.
- 28 The pupils' social development is promoted consistently across the curriculum and through extra-curricular activities. Very good provision is made for their cultural development through art, music and literature. Their awareness of other cultures and beliefs is successfully extended through studies in history, geography and religious education and through visits to the places of worship for people of different faiths.

**Relationships are very strong at all levels and help to create a supportive and purposeful ethos for learning.**

- 29 The school's mission statement emphasises the importance of effective teamwork and a strong partnership with parents to support the development of happy, confident children and to help them reach their potential in all aspects of their education. These aspirations are consistently reflected in all of the school's work.
- 30 Strong relationships are apparent throughout the school. The governing body sets a positive tone. Its members are sensitive to the many pressures on staff as well as having a strong desire for the school to succeed. The regular involvement of many members in classrooms helps to build good relationships between teachers and governors. The headteacher and senior management team successfully create a climate conducive to development and success. Clear communication of expectations and strong emphasis on supporting personal development, result in well motivated and confident staff. Class teachers adopt the same principles, recognising that pupils are more likely to reach their potential if they are happy and confident.
- 31 The good examples set by adults make an important contribution towards the strength of relationships between pupils. Pupils are aware that adults, including teachers, classroom assistants, cleaning and administrative staff, respect each other and enjoy working together, and this has a positive impact on their behaviour. The manner in which pupils relate to each other is a very strong feature in the school. During the inspection, there were many examples of pupils supporting each other very effectively when working in pairs or groups during work in a range of subjects. This enabled individuals to overcome difficulties and make more rapid progress. The relationships between teachers and pupils are excellent. A sense of fun is apparent in most lessons and a strong bond of mutual respect is established in all classrooms.
- 32 Parents appreciate that their children like school, and indicate that they would feel comfortable about approaching the school with problems or concerns. The strength of relationships at all levels has a very positive effect on the pupils' progress and the standards they achieve.

## **WHAT COULD BE IMPROVED**

**The annual written reports which already provide useful information on pupils' progress, should include separate sections for reporting on information and communication technology, and design and technology**

- 33 The annual written reports are detailed and provide parents with useful information on their children's progress. Areas for improvement are also identified, and opportunities are arranged for parents to meet with teachers to discuss their children's progress and discuss any issues that arise.
- 34 However, the format for the written report does not include separate sections for reporting on information and communication technology and design and technology, which is now a requirement.
- 35 The current arrangements contribute towards some lack of clarity in the reporting on pupils' progress in information and communication technology, and consequently do not do full justice to the good work of the school and the progress made by many pupils in the subject.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

Improve further the quality of the written reports to parents by:

- \* providing separate sections for reporting on:
  - information and communication technology; and
  - design and technology. (paragraph references: 34 and 35)

## 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	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
23	45	32	0	0	0	0

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)	n/a	304
Number of full-time pupils eligible for free school meals	n/a	27

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### **Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	41	44	85

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	37	34	39
	Girls	39	39	40
	Total	76	73	79
Percentage of pupils at NC level 4 or above	School	89	86	93
	National	70	69	78

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	36	36	39
	Girls	40	39	42
	Total	76	75	81
Percentage of pupils at NC level 4 or above	School	89	88	95
	National	68	69	75

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	4
White	297
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: Y3 – Y7**

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	24.3
Average class size	27.6

#### **Education support staff: Y3 – Y7**

Total number of education support staff	4
Total aggregate hours worked per week	110

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	454,699.00
Total expenditure	434,945.00
Expenditure per pupil	1,431.00
Balance brought forward from previous year	34,283.00
Balance carried forward to next year	54,037.00

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	304
Number of questionnaires returned	195

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	4	0	1
My child is making good progress in school.	42	53	3	1	2
Behaviour in the school is good.	38	57	3	0	2
My child gets the right amount of work to do at home.	30	59	9	2	1
The teaching is good.	48	47	2	1	3
I am kept well informed about how my child is getting on.	36	50	13	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	41	1	1	2
The school expects my child to work hard and achieve his or her best.	67	32	1	0	1
The school works closely with parents.	31	56	10	2	2
The school is well led and managed.	53	42	2	0	4
The school is helping my child become mature and responsible.	49	47	2	0	2
The school provides an interesting range of activities outside lessons.	33	47	12	1	8