

INSPECTION REPORT

Shadwell Primary School

Shadwell, Leeds

LEA area: Leeds

Unique reference number: 107917

Headteacher: Mr J D Parrish

Reporting inspector: Mr P T Hill
6642

Dates of inspection: 31st January – 2nd February 2000

Inspection number: 188185

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

School category: County

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Main Street
Shadwell
Leeds
LS17 8JF

Telephone number: 0113 214 4127

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Appropriate authority: Leeds

Name of chair of governors: Mrs Carol Wurr

Date of previous inspection: 22nd – 25th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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| | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is in the heart of Shadwell village, set in the green belt to the north east of Leeds. Pupils come from homes which are in the main in higher socio-economic groups. Parents have high expectations of what their children can and should achieve. The school has 197 pupils aged 4 to 11 on roll and their attainment on entry is above average. 11% of pupils are identified as having special needs. 14 pupils speak English as an additional language. This year 9% of pupils are entitled to school meals free of charge. The school has identified recent increases in: the numbers of pupils entitled to free school meals; those identified as having special needs; and those pupils who speak English as an additional language.

HOW GOOD THE SCHOOL IS

Shadwell Primary School is a very effective school with standards which are well above average when compared with schools nationally and with similar schools. Teaching is good with well planned lessons and good teacher expertise and knowledge. The leadership and management is good, with a very good school development plan, and action plans guiding future developments. The school gives very good value for money.

What the school does well

- Pupils' levels of attainment are well above average, and they make good progress in their learning.
- Teaching is very good overall and teachers have high expectations of what pupils should achieve.
- Pupils concentrate well on their work and behaviour is very good.
- The school is very well lead and managed by the headteacher and governing body. The school monitors and evaluates its work very effectively.
- The provision for pupils with special educational needs is very good.

What could be improved

- The schools' communication and relationships with parents.
- The range of additional activities that the school offers.
- The schools procedures for child protection.

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 inspected in April 1996. Since that time the school has done a considerable amount of work on teaching and learning to ensure that more opportunities are provided to develop pupils' questioning, investigative and analytical skills. The school has a network of computers in all classes and information technology is used as an integral part of many areas of the curriculum. A new music scheme of work has been introduced and the music curriculum broadened. The school development plan is very good and links together school priorities and future developments with professional development and financial implications. The school continues to promote good relationships in class and has worked with a member of the LEA to revise the behaviour policy and a home school agreement. Pupils' performance in National tests shows that the school continues to maintain very high standards of attainment.

STANDARDS

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

| Performance in: | Compared with | | | | <i>Key</i> |
|-----------------|---------------|------|------|-----------------|----------------------|
| | all schools | | | similar schools | |
| | 1997 | 1998 | 1999 | 1999 | |
| English | A | A* | A | A | very high A* |
| Mathematics | A | B | A | A | well above average A |
| Science | A | B | A | A | above average B |
| | | | | | average C |
| | | | | | below average D |
| | | | | | well below average E |

The trend over time is one of maintaining well above average standards. Standards in reception are high and pupils make very good progress in all aspects of development. By age seven pupils' attainment is very high in maths, English and science, and by age eleven pupils' standards are well above average. The number of pupils achieving the higher levels, Level 3 by age 7 and Level 5 by age 11 is well above average. The school met its targets for 11 year olds last year and expects to exceed them this year.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have very positive attitudes to their learning. |
| Behaviour, in and out of classrooms | Behaviour in class and around the school is very good. |
| Personal development and relationships | Pupils form very good relationships with each other and adults, and are responsible, confident and articulate. |
| Attendance | Attendance is well above average and children like coming to school. |

Pupils of all ages concentrate well for long periods and apply themselves very conscientiously to their tasks. They are keen and eager to come to school, form very good relationships, are confident and motivated to do well.

TEACHING AND LEARNING

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

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

Teaching in English, Maths and science is very good.

Teachers have very high expectations of what pupils can achieve. Planning and lesson preparation is very good and meets the needs of all pupils. Team work between teachers and special needs support assistants, nursery nurses and classroom assistants is very good and considerably enhances pupils' learning. Assessment of pupils' levels of attainment is used very effectively to plan the next stage of pupils' learning.

Literacy and numeracy are well taught. The needs of all pupils including those with special educational needs are very well met. Teaching in 36% of lessons observed was very good, with some exceptional teaching. It was good in a further 43% of lessons, and never less than satisfactory. As a direct result of this teaching, a high percentage of the pupils are making very good progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good overall with all aspects of the National Curriculum very well provided for. |
| Provision for pupils with special educational needs | Very good. Provision is very well managed and pupils make very good progress. |
| Provision for pupils with English as an additional language | Good. Pupils who speak English as an additional language have full access to all school activities. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | This area is very well developed by the school. Pupils have a very clear understanding of the differences between right and wrong and assemblies contribute very well to pupils' spiritual development. |
| How well the school cares for its pupils | The school provides a good caring supportive environment. |

The curriculum is broad and balanced and meets all statutory requirements. The school is exploring ways of further enhancing the range of activities and interests that it offers. The school provides a caring environment, with all staff knowing and supporting its pupils well. Procedures for child protection need to be revised.

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher and senior management team manage the school very well. |
| How well the governors fulfil their responsibilities | Very well. They have a clear view of the future needs of the school. |
| The school's evaluation of its performance | Very good. The school thoroughly analyses attainment and other data. |
| The strategic use of resources | Staff, including support staff are well deployed. Accommodation is used well although the current library provision is unsatisfactory. |

The school is very well led and managed and there is strong team work and partnership between the headteacher, the senior management team and the governing body. The accommodation is spacious and used well, but the library does not provide a satisfactory environment to promote pupils' independent research skills. The school has clear plans for the development of the library facility. There are very high quality displays of pupils' work in the classrooms and throughout the school. The external environment of the school is in need of development to make it more welcoming for parents and visitors. The school is aware of, and applies 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. • Their children are making good progress. • Behaviour in the school is good. • The teaching is good. • The school expects their children to work hard. • The school is helping their children to mature. | <ul style="list-style-type: none"> • The amount of work their children do at home. • The quality of information on childrens progress. • Co-operation between school and parents. • Some aspects of leadership and management. • The provision of additional activities. |

In the main the inspection team agree with parents' views. However, the team judged the leadership and management of the school to be very good. The issues linked with communication and relationships with some parents are an area identified by the inspection team for improvement. (see the section on what could be improved). Although homework was identified as an issue for some parents this was because a small number of parents felt that there was not enough, yet others felt satisfied.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' levels of attainment are well above average, and they make good progress in their learning.

Pupils' levels of attainment are well above average in English, mathematics and science. By the time they are eleven pupils' standards, as measured by the Standard Attainment Tests in 1999, are well above average in all three of the core subjects. By the age of seven, pupils' level of attainment in reading and mathematics is very high and in writing is well above average. The trend over the last four years has been of continued and gradual improvement. The inspection observations confirmed the well above average levels of attainment to be found throughout the school.

The level of attainment of the majority of pupils aged under five is well above average. Pupils already have a good understanding of the use of capital letters and full stops and can read from big books along with the teacher. Most pupils can construct sentences by choosing from a selection of given words. They are then able to copy the sentences onto paper.

In all lessons, pupils make good progress. They listen with interest to what teachers have to say and are eager to play a part in the lesson. Even the youngest pupils are keen to express points of view and to answer questions. Older pupils are equally eager to answer questions and play an active part in lessons. By the time they are eleven, pupils are able to put forward clear explanations and rational and clearly argued hypotheses, as in a science lesson based on investigative work into microbes. In a Year 6 English lesson, pupils analysing parts of a story were able to clearly explain their ideas, used a good range of vocabulary, and based their analysis on a good understanding of the story and how it was constructed.

Pupils' good progress in numeracy and literacy is clearly enhanced by the detailed planning for the development and use of these skills in other curriculum areas.

Pupils who are identified as having special educational needs are well catered for throughout the school. Teachers and support staff plan targets for these pupils very carefully and, in all lessons observed, pupils made good progress towards attaining these targets.

Teaching is very good overall and teachers have high expectations of what pupils should achieve.

Teachers have very good subject knowledge and high expectations of what pupils can and should achieve. This is clearly seen throughout the school, starting with the very youngest pupils who are appropriately expected to, for example, get out and put away most of their own equipment. In all areas, teachers have very high expectations of how pupils should behave. As a result, pupils in all classes are very well behaved and concentrate on their work.

Teamwork between support staff and teachers is very good. This is noticeable throughout the school, and especially in the support for pupils with special educational needs. A very clear example of this was the exceptional level of communication observed between support staff working with a pupil with a statement of special educational need. The detail and quality of the information passed between the support staff is of a very high standard and clearly enables the pupil to make very good progress towards his targets.

Teachers' lesson planning is very good, based on clear guidance from policies and subject schemes of work. Lesson targets are linked very clearly to the needs of the pupils. Teachers plan for and use a good range of strategies and activities, challenging and inspiring pupils to think and to learn. In most lessons, there is a very good, and sometimes outstanding, use of resources, all carefully linked to the lesson topic. Resources and artefacts form an important part of the classroom display and help to provide a stimulating and interesting environment.

The high quality of the teaching has an obvious impact on the extent to which pupils learn and acquire new knowledge and understanding. They are able to form very positive relationships with teachers and as a result are confident to explain their thinking and to put forward ideas. In all lessons, teachers develop an atmosphere in which pupils are productive and well behaved, show interest in their work and are able to sustain concentration for long periods.

Pupils concentrate well on their work and behaviour is very good.

Pupils of all ages concentrate well for long periods and apply themselves very conscientiously to their tasks. For example, in the reception class, children playing with the sand tray and play dough remained on task and interested for extended periods whilst their peers worked in a group with the class teacher. Pupils settle quickly to their tasks, organise themselves efficiently and collaborate well in group work. For example, in a Year 5 design & technology lesson, there was good team work, pupils handled the equipment and tools sensibly and helped each other willingly. Pupils listen well to their teachers' explanations and are keen to ask questions and contribute to lessons. They are confident and motivated to do well, as a result pupils make very good progress in their learning.

Pupils form very good relationships with each other and adults who work in the school. They are friendly and courteous towards visitors, keen to discuss work and proud of their achievements. Behaviour in classrooms and around the school is very good. Outside at breaks and lunchtime pupils play well together. Pupils feel safe and secure within the school and were keen to stress that very rare incidents of bullying, mainly name calling, that do occur are dealt with very quickly and effectively by teachers.

The school is very well led and managed by the headteacher and governing body. The school monitors and evaluates its work very effectively.

The school is very well led and managed by the headteacher, supported by the deputy and senior management. The senior management team, which includes the key stage co-ordinators, meets frequently and there is a very close working relationship between the deputy head and headteacher. As a result, the school has clear direction, has a very effective development plan which guides future developments, and clearly makes very good use of available finance and resources. The headteacher has a very clear view of standards achieved and how these compare with schools nationally and locally and he strives to ensure standards improve year on year.

The governing body are very effective in playing a major part in monitoring and guiding the work of the school. Especially, the Chair and Vice Chair work very closely with the school and have a clear and shared understanding of future needs and direction, and the issues affecting, and about to affect, the school. They are clearly aware, for example, of the need to improve communication with parents and to ensure greater involvement of parents in the life of the school.

The role of the subject co-ordinator is very well developed with co-ordinators playing an important part in the monitoring of the curriculum and standards of achievement. Co-ordinators see colleagues' plans on a regular half-termly basis.

As a result of strong and very good management the school is effective in maintaining high standards of achievement, and is clearly committed to improvement

The provision for pupils with special educational needs is very good.

The co-ordination of the provision for pupils with special educational needs is very good. It is well organised by a co-ordinator with a high level of expertise. All the requirements of the Code of Practice for pupils with special educational needs are met. The school management ensures that there is sufficient time for the co-ordinator to meet all staff on a regular basis to confirm that the needs of individual pupils are being met. The co-ordinator meets the special needs support staff every week to discuss individual pupils' progress, modify strategies and targets and to gain an overview of special needs provision across the school. All teachers having pupils with special needs in their class are involved in the setting of targets.

The team work between the co-ordinator, teachers and special needs support staff is very good and ensures that pupils make significant and very good progress to meet their individual targets.

WHAT COULD BE IMPROVED

Communication and relationships with parents are not fully effective.

Parents are provided with regular information about day-to-day school events through regular newsletters. Each term parents are sent useful information which provides a clear understanding of the curriculum areas their children will be taught: this is a recent initiative. Two parents' evenings are scheduled to discuss pupil progress; these are very well attended and the school is keen to ensure that parents are afforded privacy to talk to their children's teachers and meetings take place in separate classrooms. The governors fulfil their statutory responsibility and publish a very detailed report for parents each year. The school's prospectus provides good quality useful information for prospective parents. However, parents expressed concern that they are not well informed about their children's progress. Although reports to parents focus on what pupils know, understand and can do, comments are obtained from statement banks. These comments are impersonal and do not fully reflect each individual child. Areas identified as a weakness are not carried forward into targets for improvement for the next academic year.

There is an active Parents and Teacher Association (PTA) which organises events, benefitting the school financially. A small number of parents help with classroom activities, school trips or the transport of pupils to sporting events. Parents who have particular expertise or interests have occasionally given talks to individual classes; for example, a doctor recently spoke to older pupils about microbiology. However, the school does not actively seek to involve parents in this way and then build upon the established relationship. There are no opportunities for parents to share in their children's achievements, apart from the leavers' service and parents are not invited to class or family assemblies.

Parents having concerns regarding their children feel there are limited opportunities, either before or after school, for them to make contact with teachers or senior managers. The school does not actively seek the views of all parents. For example, consultation over the contents of the home / school agreement was limited to the parents of pupils in only two classes before the final document was sent home.

There are no school signs to direct prospective or very new parents and visitors to the main entrance. The entrance is in need of development to provide an inviting area to welcome parents and visitors. Currently, there are no initiatives in place to encourage parents to become actively involved in the life

of the school, or to regularly seek their views; as a result they have little opportunity to make any impact on the life of the school. These judgements support the views and concerns expressed by the parents.

Interesting range of activities.

The school has clear and well-developed plans to extend the breadth and variety of activities available to pupils. Pressure from national initiatives, including the Literacy and Numeracy Strategies has resulted in a reduction of the hitherto wide and varied range of activities offered by the school, as listed in previous school brochures. Parents made comments about this during the Parents' Meeting, some stating that the range of additional activities and options was a major reason for them wanting their children to attend the school.

The school's development of this aspect is currently being co-ordinated by the deputy headteacher. It is based on working together with the local 'family' of neighbouring schools, all of whom, it is proposed, will offer additional activities, where they have expertise. In this way, it is proposed, the range, quality and interest of activities available to pupils will be considerably extended and all pupils who wish to take part will be able to do so.

Update procedures for child protection.

Whilst all staff are very caring and supportive of the children in their care, the school's Child Protection Policy does not reflect current practice and procedures. The school has named senior members of staff responsible for this area, but no recent training has been undertaken. All staff have not received in-service training to ensure they are aware of the possible signs of child abuse and an understanding of the necessary procedures to follow.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to bring about improvement, the headteacher, governors and staff should:

- Review and improve the school's communication with parents.
- Provide an interesting range of activities, in line with the school's intentions and prospectus.
- Review and improve procedures for Child Protection.

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 |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 7.1 | 28.6 | 42.9 | 21.4 | 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 | YR – Y7 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 0 | 197 |
| Number of full-time pupils eligible for free school meals | 0 | 18 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y7 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 5 |
| Number of pupils on the school's special educational needs register | 0 | 22 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 14 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 4 |
| Pupils who left the school other than at the usual time of leaving | 25 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.1 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.3 |
| 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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 15 | 15 | 30 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 15 | 15 |
| | Girls | 15 | 15 | 15 |
| | Total | 30 | 30 | 30 |
| Percentage of pupils at NC level 2 or above | School | 100 (97) | 100 (97) | 100 (97) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 15 | 15 |
| | Girls | 15 | 15 | 15 |
| | Total | 30 | 30 | 30 |
| Percentage of pupils at NC level 2 or above | School | 100(97) | 100 (97) | 100 (97) |
| | National | 82 (81) | 86 (85) | 87 (86) |

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 | 21 | 11 | 32 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 20 | 19 | 20 |
| | Girls | 9 | 9 | 9 |
| | Total | 29 | 28 | 29 |
| Percentage of pupils at NC level 4 or above | School | 91 (83) | 88 (68) | 91 (89) |
| | National | 68 (65) | 69 (59) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 20 | 21 | 21 |
| | Girls | 10 | 10 | 10 |
| | Total | 30 | 31 | 31 |
| Percentage of pupils at NC level 4 or above | School | 94 (86) | 97 (82) | 97 (100) |
| | 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 | 2 |
| Black – African heritage | 1 |
| Black – other | 4 |
| Indian | 9 |
| Pakistani | 6 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 170 |
| Any other minority ethnic group | 5 |

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 – Y7

| | |
|--|------|
| Total number of qualified teachers (FTE) | 8 |
| Number of pupils per qualified teacher | 24.6 |
| Average class size | 28.1 |

Education support staff: YR – Y7

| | |
|---|-----|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 195 |

Qualified teachers and support staff: nursery

| | |
|--|---|
| Total number of qualified teachers (FTE) | 0 |
| Number of pupils per qualified teacher | 0 |

| | |
|---|---|
| Total number of education support staff | 0 |
| Total aggregate hours worked per week | 0 |

| | |
|--------------------------------|---|
| Number of pupils per FTE adult | 0 |
|--------------------------------|---|

FTE means full-time equivalent.

Financial information

| | |
|----------------|------|
| Financial year | 1999 |
|----------------|------|

| | £ |
|--|--------|
| Total income | 389320 |
| Total expenditure | 394010 |
| Expenditure per pupil | 1807 |
| Balance brought forward from previous year | 16023 |
| Balance carried forward to next year | 11333 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 197 |
| Number of questionnaires returned | 47 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 70 | 28 | 2 | 0 | 0 |
| My child is making good progress in school. | 49 | 40 | 9 | 0 | 2 |
| Behaviour in the school is good. | 45 | 47 | 6 | 0 | 2 |
| My child gets the right amount of work to do at home. | 38 | 34 | 17 | 9 | 2 |
| The teaching is good. | 49 | 45 | 6 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 26 | 49 | 26 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 53 | 30 | 15 | 2 | 0 |
| The school expects my child to work hard and achieve his or her best. | 45 | 43 | 2 | 2 | 8 |
| The school works closely with parents. | 32 | 40 | 19 | 6 | 3 |
| The school is well led and managed. | 26 | 38 | 19 | 13 | 4 |
| The school is helping my child become mature and responsible. | 40 | 55 | 0 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 17 | 17 | 28 | 28 | 10 |