

# INSPECTION REPORT

## **HOLY TRINITY C of E JUNIOR SCHOOL**

Guildford

LEA area: Surrey

Unique reference number: 125288

Headteacher: Richard Rowe

Reporting inspector: Terry Mortimer  
18849

Dates of inspection: 13 - 14 March 2000

Inspection number: 188749

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:	Voluntary Aided
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Addison Road Guildford Surrey
Postcode:	GU1 3QF
Telephone number:	01483 539033
Fax number:	01483 451227
Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend Robert Cotton
Date of previous inspection:	17 June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Holy Trinity C of E Junior School is a voluntary aided Church of England mixed junior school of 363 pupils aged seven to 11. The school was founded in 1812. It is situated within a mile of the town centre and serves both private and local authority housing. The school draws the majority of its pupils from the surrounding locality, with 15 per cent of the parents choosing the school for religious reasons. Although the pupils represent the full ability range, overall the attainment of pupils is above average on entry to the school, although this has dropped steadily over the past four years. The number of pupils identified on the school's register of special educational needs is broadly average. The number of pupils (six) with Statements of Special Educational Need is broadly average. The school identifies a further 19 gifted pupils as requiring support. The socio-economic backgrounds of the pupils are such that well over half come from above average income households and only 5.8 per cent are eligible for free school meals. This is below average. The predominant ethnic group is white with a few pupils whose first language is not English. Demand for places is high and the school is oversubscribed.

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

Holy Trinity C of E Junior School is a very successful school that provides a very good quality of education. All the adults associated with the school work well together, providing mutual support for each other and promoting an ethos that is conducive to learning. Pupils with special educational needs are particularly well supported and included in all aspects of school life. Teaching is very good and there are examples of excellent teaching. As a result the quality of learning is very good. Standards at the end of Key Stage 2 are well above average in all three tested core subjects of English, mathematics, and science and pupils' behaviour is excellent. The school is very well led by the headteacher ably supported in partnership by the deputy headteacher, all staff, governors and parents. The school provides very good value for money.

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

- The attainment of pupils in the areas of English, mathematics, science and information technology is high.
- The overall quality of teaching is very good with 80 per cent being very good or excellent.
- The pupils' commitment to learning and their attitudes to school are excellent. The school very effectively promotes these attitudes by creating an atmosphere that actively encourages learning to take place.
- The full range of pupils with special educational needs, including the gifted, are very well supported.
- The school pays excellent attention to pupils' personal development including moral responsibility and raising of confidence and self esteem.
- The headteacher, with the good support of governors, staff and the wider community, creates an ethos that strongly supports learning.
- The school is highly successful in meeting its aims of inclusion.
- The school, through excellent relationships, successfully involves many parents in the life of the school.

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

- The school has no significant issues that need to be addressed.

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

The school has no significant issues that need to be addressed. However in the light of the school's many strengths the governors may wish to include in their action plan the minor area, which is identified in the body of the report.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since that time the school has made very good improvement. The action plan designed to implement the key issues has been followed well and all of these issues have been rigorously addressed. The school has taken significant action in the development of information technology including the building of a designated computer suite resulting in standards rising to be above those expected for pupils of this age. Coordinators' roles have been enhanced through changes of responsibility and the closer aligning of their skills to the needs of the task. The school has developed very good quality practice in planning, assessment and recording and this is now one of many strengths of the school that has contributed to the continued maintenance of high standards. Pupils have good quality feedback on lessons which contributes well to reinforcing their learning. The all-weather pitch is now a credit to the school and is a demonstration of the importance the school places upon the care and development of the 'whole child' and the school's commitment to its inclusive curriculum. The school is excellently placed to maintain and continue its improvements.

## 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	well above average      A above average            B average                    C below average            D well below average      E
Mathematics	A	A	A*	A	
Science	A	A	A	A	

The 1999 test results in English and science are well above average when compared nationally and in mathematics the school performs in the top five per cent of the country. When compared with similar schools the school performs well above average in all three subjects. In all three subjects approximately half the pupils achieve the higher grade Level 5. These results are also supported by the work seen during the inspection. The quality of writing seen in all age groups was very good, especially in creative writing and poetry. The writing across the curriculum is also of a high quality. There is good support for extended learning in science and mathematics. The standards in information technology are good. The use of information technology is very good and supports the curriculum well and consequently pupils have produced excellent presentations of their work. The attainment of the gifted and pupils of lower ability is very good. Targets set by the school are realistic and continue to recognise the need to maintain and improve standards.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are eager to come to school and learn. Almost all of the parents who responded to the questionnaires said their children enjoyed school.
Behaviour, in and out of classrooms	Excellent. This is a strength of the school and has a very positive impact upon learning.
Personal development and relationships	Excellent. Pupils are very confident. They support each other very well and get on very well with each other and all adults in the school.
Attendance	Good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Not applicable	Not applicable	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.*

All of the teaching observed was at least good. Twenty per cent of lessons observed were good, 65 per cent were very good and 15 per cent were excellent. This very high percentage of very good quality teaching is a significant factor in the high quality learning that takes place in the school and is also responsible for the excellent behaviour of the pupils. Pupils with special educational needs and potentially higher attaining pupils are all taught well and as a result the progress made by these groups of pupils matches the very good progress made by pupils overall. Teaching overall is very good and, combined with the ethos of the school, is a major factor in the school attaining very high standards.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum provision is excellent. Assessment procedures are excellent and very well used to inform future planning. All the core subjects are targeted successfully. A particular feature is a strong philosophical commitment to cross-curricular and topic-based approach learning. The school has an extensive range of extra-curricular activities including sport, music and drama, which result in high quality performances by school teams and performances for the community.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is excellent. They are supported well by good quality special educational needs assistants and classroom assistants who ensure that pupils are fully involved in classroom lessons. Very good progress is made throughout the school by all pupils with special educational needs including pupils of potential higher ability. This is a strength of the school.

Provision for pupils with English as an additional language	The provision and support for pupils with English as an additional Language is very good. The school has few pupils who speak English as an additional language. The support, including the class teaching provided for these pupils, by the school is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent - overall the school's strong church foundations are reflected in the outstanding provision for the spiritual, moral, social and cultural development of the pupils. This is another very strong contributory factor to the outstanding respect and tolerance for each other and the attitudes and behaviour of the pupils.
How well the school cares for its pupils	Very good provision for the health and well-being of its pupils, who are taught in a secure and caring environment, which is yet another factor in the positive attitudes and behaviour of the pupils.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher supported by senior staff and governors provides excellent leadership and direction for the work of the school. Day-to-day procedures for the management of the school are exemplary and enable a clear consistent focus on providing a high quality learning environment. All teachers work to a common purpose and coordinators play an important part in the management and leadership of the curriculum.
How well the governors fulfil their responsibilities	Excellent. Governors are very aware of their role and responsibilities and fulfil these very effectively.
The school's evaluation of its performance	Excellent. The school takes a great pride and care in seeking ways to continually improve performance through systematic and well planned evaluation and is extremely aware of the importance of involving all members of the organisation in this process.
The strategic use of resources	Excellent.

There is an excellent ethos in the school created by the headteacher, staff and governing body. All staff have a collegiate approach to the work of the school and are committed to the vision of inclusion with high standards. The staff are always looking to find ways to improve. The school employs best value in all that it does.

## 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 team work of the headteacher, all staff and governors.</li><li>• Outstanding quality of education including the extra-curricular provision.</li><li>• The school's support for individual needs.</li><li>• The quality of the teaching.</li><li>• The school ethos.</li><li>• Pupils' enthusiasm for school.</li><li>• The behaviour of the pupils.</li><li>• The amount and use of homework.</li><li>• The style and frequency of communication that the school has with the parents.</li></ul>	<ul style="list-style-type: none"><li>• There were no comments of any significance made.</li></ul>

The inspection team found that it fully endorses the very positive parental comments and views which were expressed on the questionnaire and at the parents' meeting.

## **PART B: COMMENTARY**

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

**The attainment of pupils in the areas of English, mathematics, science and information technology is high.**

1. The results of the 1999 national assessments were well above average in all three core subjects, English and science, and in the top five per cent nationally in mathematics. Standards have been rising steadily at the same rate as those found nationally and have been maintained consistently at the high level noted. Inspection evidence confirms that these standards are still being maintained despite the fact that attainment on entry to the school has dropped over the past four years. As part of its critical self-analysis the school is seeking to raise the already high standards in English and science to match the extremely high standards attained in mathematics. The school has identified that a key element in achieving extremely high standards in science is the need to provide more opportunity for higher attaining pupils to undertake more structured and complex investigations. These opportunities are currently being limited by a lack of suitable space for small groups of potentially gifted pupils to work away from the main classroom. The school is aware of the limitations imposed by the accommodation and the effect this is having upon the higher levels of science attainment in experimental and investigative work and is currently seeking ways to address this situation.
2. The standards in information technology are good. This is a vast improvement since the last inspection. The school is fulfilling its target of raising the pupils' achievements level of information technology and is using it very well as a vehicle for learning with all pupils. Information technology is used across the curriculum to write stories, poems etc. It is used in mathematics, and to support pupils with special educational needs and the pupils use the internet for independent research. Pupils also use information technology to develop presentations including using power point with all its facilities. Graphics and clip art are used to create magazine front pages. At the present there is limited use of information technology to manipulate images or create their own images although this is under development.

**The overall quality of teaching is very good with 80 per cent being very good or excellent.**

3. Teachers are inspirational and have very good knowledge of their subjects. They also have a depth of understanding that is used creatively to plan challenging work that is very well matched to pupils' individual needs. Teachers really motivate their pupils to learn, for example in a mathematics lesson where mental mathematics was lively and at such a pace that it was so obviously exciting and challenging using football scores to find the mean, mode and median. Teachers have very high expectations of pupils' behaviour and intellectual and creative involvement that results in the very high standards of work seen and pupils' joy of learning. Lessons have very good pace that ensures pupils' complete involvement in their learning. Teachers make very good use of information technology to support pupils' independent research and to record their work imaginatively. In literacy lessons teachers continually challenge pupils and set tasks that really extend them. For example, in a Year 4 lesson where the pupils were planning an advertisement for a visit to the 'Egyptian museum', using alliteration, adjectives, adverbs, poems, and jingles.

**The pupils' commitment to learning and their attitudes to school are excellent. The school very effectively promotes these attitudes by creating an atmosphere that actively encourages learning to take place.**

4. The excellent behaviour of the pupils is a highly significant factor in the very good standards that they achieve. This positive feature is evident in all age groups. Teachers expect pupils to behave well and they respond accordingly.
5. Pupils move around the school in an orderly fashion. Lunchtimes are very pleasant occasions. Throughout the school pupils are polite and considerate of others. Their politeness was evident from the arrival of the inspection team; when they were greeted with a welcoming "hello" and the offer of a helping hand.
6. From their earliest days in school in Year 3, pupils are encouraged to work hard. A very positive feature of the teaching that contributes to the ethos and behaviour is that pupils are encouraged to risk being wrong without blame. As a result they are always eager to show what they have done. This eagerness is not limited to any one age group; pupils throughout the school confidently talk about what they are doing.
7. The comments of parents support the school's pride in creating a good work ethic. This is also reflected in the fact that everyone is encouraged to do their best. This is particularly successful in the results achieved by the pupils in the national tests at the age of 11, where they consistently out-perform the national average in English, mathematics and science.

**The full range of pupils with special educational needs, including the gifted are very well supported.**

8. The school provides a very good quality of education that is well matched to the needs and abilities of the pupils.
9. The provision for special educational needs is excellent. The high quality of the individual education plans contains detailed information about pupils' progress. The records kept by the special educational needs coordinator are comprehensive and set challenging targets. There is very good liaison with all appropriate outside agencies and all parents are contacted as soon as concerns are noted about their children. Most pupils are making good progress towards meeting their learning targets. Special educational needs support assistants are skilled at giving informed attention in a range of activities and have a positive impact upon the learning that takes place.
10. Gifted and talented pupils are well supported and have their learning extended very well as was demonstrated by Year 6 pupils who are clearly working from Key Stage 3 Programmes of Study and demonstrating a high level of understanding. For example, they generalise from a range of contexts to develop a concept, that sperm and pollen are similar in that they carry 'male' information to the 'female'.

**The school pays excellent attention to pupils' personal development including moral responsibility and raising of confidence and self-esteem.**

11. The school is maintaining the very high standards observed in the last inspection. From the moment that anyone approaches the school they are aware of the efforts made to stimulate pupils. Opportunities are provided for pupils to look after the woods, gardens, and general wild life environment. In assemblies wonderful opportunities are provided for pupils to reflect

upon the effects of their actions upon other people's lives. For example, the parent who is an opera singer attended assembly to talk about his latest recording experience and how he viewed the theme of the week 'love remembers no wrongs', especially in relation to his own children.

12. The clear behaviour policy and the good examples set by teachers set a clear message for pupils' moral development. Pupils have very clear guidance on right and wrong and demonstrate the effectiveness of this provision in their excellent behaviour. The monitoring of behaviour both formal and informal is excellent. Staff offer very positive role models and guidance, having very high expectations of their pupils. These are fully realised. There has been no need for the headteacher to record any type of behavioural incident in the record book this academic year. This is strong testament to the success of the school's policy and procedures. There is excellent racial and social harmony with the importance of 'the family community' in the school being clear. Incidents of harassment are exceptionally rare. Pupils are aware of how to deal with any incident should it ever occur, and the school has effective procedures in place.
13. The provision for pupils' social development is excellent. The many links with the community and with other schools provides pupils with opportunities to develop social skills. Harvest festivals and charity collections start to develop an awareness of citizenship. In the dining hall pupils mix freely with one another and develop good social skills as they talk and play. The school council plays a significant part in the life of the school. For example, health and safety is a standing item upon the agenda, which the headteacher has to address at each meeting. This has ensured that subjects like security and brambles are dealt with. The school is extremely successful in realising its main aim of "seeking to foster an enthusiasm for learning and life, ensuring the child's full potential is developed within the security of our school family".

**The headteacher with the good support of governors, staff and the wider community creates an ethos that strongly supports learning.**

14. The headteacher provides excellent leadership that guides the school and is responsible with the governors and staff for the improvements that have taken place since the last inspection. He has worked hard to ensure that the school's aims and direction are clear and achieved. He has an extremely perceptive understanding of the strengths and weaknesses of the school and ensures that all issues are dealt with efficiently and systematically. The senior management team provides good support to the headteacher and undertake their responsibilities effectively. For example, the coordinators for literacy and numeracy have ensured that the National Literacy Strategy and National Numeracy Strategy have been implemented effectively. This is having a positive impact upon standards attained by pupils. The coordinator for information technology has worked with colleagues to produce a good quality development plan to raise standards in this subject. Developments, such as the computer suite have been successfully undertaken. A strength of the management of the school is the way in which teachers and governors work together. For example, the school development plan is produced through a collegiate process of consultation between staff and governors. This is a proactive plan that is used by the finance committee as a basis for budget setting. Governors are very aware of the principles of best value although these are sometimes difficult to apply. For example, the school has employed a catering firm to provide school meals at a better quality and price than the previous catering service. In all areas where it is possible, governors strive to ensure that spending decisions are based upon how best to raise standards of attainment. The administrative officer and bursar efficiently administer finances. Governors are encouraged to come into school, both in a formal and informal way. Work commitments sometimes prevent this happening as much as they would like but they are eager to see the school succeed.

**The school is highly successful in meeting its aims of inclusion.**

15. A highly significant strength is the extremely successful and very good inclusion of pupils with special educational needs. Their contributions to school life are highly valued and respected, and other pupils regard the pupils with special educational needs as equals. In lessons it is often difficult to distinguish this group of pupils from others in the class, and they make good progress in learning through very good quality support. Pupils who are gifted are very well catered for and their needs are also fully met.
16. The process of inclusion, particularly for those pupils with Statements of Special Educational Need, is very effective. They are given support both within the classroom and by withdrawal and are making good progress in developing both academic and social skills. All have equal access to the whole curriculum and take a full and active part in all school activities.

**The school through excellent relationships successfully involves many parents in the life of the school.**

17. The quality of the school's work in partnership with its parents and the community it serves is excellent. Parents are very fully involved, consulted and responsive to all aspects of school life. There is exceptionally close partnership, support and friendship in the process of helping children to learn. Parents and teachers work as equals, mutually aware of the expertise and experience that they have to offer in their respective roles.
18. Parents are very warmly welcomed at all times of the day, dropping in to offer assistance, perhaps helping in classes or hearing pupils read, or helping with the many after school clubs and daily activities. Many help on school visits and residential trips. Of particular note, was the excellent musical assembly led by a talented parent. It was stunning, delightfully funny and highly effective in promoting and reinforcing the theme of 'love and forgiveness' to pupils.
19. The parents' association raises huge sums of money for the school, considerably boosting its annual income, and enabling many additional resources to become available. All its activities are very well attended. Pupils too, are involved in charitable fundraising and through the highly effective school council make suggestions about charities to support and ways of sponsorship.
20. Parents are virtually unanimously positive about the impressive quality of education that their children are privileged to receive at Holy Trinity C of E Junior School. They are particularly delighted with the leadership of the headteacher and his openness to suggestions and new initiatives. They deeply appreciate the positive impact that the quality of teaching and the commitment of the staff has on the education of their children.

**WHAT COULD BE IMPROVED**

21. The school has no significant issues that need to be addressed. However in the light of the school's many strengths the governors may wish to include in their action plan the minor area, which is identified in the body of the report.

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

22. The headteacher, senior management team and governors should:

Maintain the consistently high standards and further the very good procedures.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
15	65	20	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)	0	363
Number of full-time pupils eligible for free school meals	0	21

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	86

#### English as an additional language

	No of pupils	
Number of pupils with English as an additional language	0	8

#### Pupil mobility in the last school year

	No of pupils	
Pupils who joined the school other than at the usual time of first admission	0	14
Pupils who left the school other than at the usual time of leaving	0	14

### Attendance

#### Authorised absence

	%
School data	3.4
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	52	93

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	41	41
	Girls	49	46	51
	Total	88	87	92
Percentage of pupils at NC level 4 or above	School	95 (91)	94 (82)	99 (91)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	40	41	41
	Girls	50	48	51
	Total	90	89	92
Percentage of pupils at NC level 4 or above	School	97 (94)	96 (89)	99 (96)
	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	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	5
White	352
Any other minority ethnic group	4

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 – Y6**

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	25.9:1
Average class size	30.3

#### **Education support staff: Y3 – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	204

#### **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	748,949
Total expenditure	745,284
Expenditure per pupil	2,059
Balance brought forward from previous year	13,047
Balance carried forward to next year	16,712

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

**Questionnaire return rate**

Number of questionnaires sent out	327
Number of questionnaires returned	311

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	2	0	0
My child is making good progress in school.	66	31	2	0	1
Behaviour in the school is good.	69	29	1	0	1
My child gets the right amount of work to do at home.	52	41	5	1	1
The teaching is good.	81	18	1	0	0
I am kept well informed about how my child is getting on.	60	34	5	0	1
I would feel comfortable about approaching the school with questions or a problem.	87	12	1	0	0
The school expects my child to work hard and achieve his or her best.	77	20	2	0	1
The school works closely with parents.	78	20	2	0	1
The school is well led and managed.	88	10	1	0	0
The school is helping my child become mature and responsible.	78	20	2	0	0
The school provides an interesting range of activities outside lessons.	78	20	2	0	0