

INSPECTION REPORT

RAMSEY JUNIOR SCHOOL

Huntingdon, Cambridgeshire

LEA area: Cambridgeshire

Unique reference number: 110686

Headteacher: Mr. S. Rendle

Reporting inspector: Dennis Maxwell
Rgl's No. 8798

Dates of inspection: 26/06/2000 – 29/06/2000

Inspection number: 189399
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
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Station Road Ramsey Huntingdon Cambridgeshire
Postcode	PE17 1JA
Telephone number:	01487 812500
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Candy Dodsley
Date of previous inspection:	23/09/1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ramsey Junior School is a large school, with 338 boys and girls aged 7 to 11 years. The neighbourhood consists of a small town to the north of Huntingdon, and the school serves the town and surrounding area. Very small numbers of pupils come from ethnic minorities. The school is comprehensive in its intake. Most pupils transfer from the nearby Ramsey Spinning Infant School, and, taking the whole cohort, the pupils attainment on entry to the Junior School is above average. There are 82 pupils with special educational needs, of whom two pupils have statements of need. Pupil mobility is high, at around 15 per cent each year. Ten per cent of pupils are eligible for free school meals, which is below average. The headteacher and the deputy headteacher have both been in post for one year, and were appointed since the previous inspection.

HOW GOOD THE SCHOOL IS

Ramsey Junior School has many successful aspects. In the national tests for pupils in Year 6 in 1999, their attainment in English, mathematics and science taken together was above both the national average and the average for schools in similar contexts. The overall quality of education is good, with many rich experiences that lead to good learning. Teaching is good overall, particularly in the upper juniors, with strengths in literacy and numeracy, so that pupils make steady progress through the school to maintain above average standards. The pupils enjoy school and are keen to take part in activities. Behaviour is very good, although procedures to monitor and respond to any incidents need tightening. The teachers use information technology facilities naturally within subject work, although further work is needed to develop pupils' skills. The headteacher provides thoughtful leadership and, with the deputy head, governing body and the whole staff, there is good attention to school development. The school provides good value for money.

What the school does well

- The quality of teaching, particularly in the upper juniors. The level of teachers subject knowledge is good, and is often shown especially in their introductions. The quality of teachers' questioning is often good.
- The curriculum is designed and structured well. The quality of learning objectives in short-term plans is good.
- The literacy and numeracy strategies are implemented well, and have a positive effect on standards. The learning experiences offered to pupils usually capture their interests and provide good challenge.
- The governing body has good involvement in the work of the school, and provides independent monitoring.
- The senior members of staff have made good improvements in overseeing the curriculum and planning, and in monitoring teaching.

What could be improved

Several of the following issues have already been identified by the school:

- The marking of pupils' work, to include comment on how to improve.
- Arrangements to establish a senior management team to help give leadership and direction to the school.
- Communication with parents, particularly noting and responding to parental concerns.
- The school's systems and procedures need to be tightened up. For example, procedures for tracking and recording incidents involving pupils' inappropriate behaviour; keeping minutes at staff meetings of decisions and any action to be taken; and signing teachers' planning when monitoring it.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, in September 1996, the school has worked at all the issues raised then, so that standards have improved steadily. The school has established procedures to monitor lesson planning and has begun to share good practice in teaching by visiting other schools and observing lessons. The governing body has come to terms with its role and is now involved in preparing the development plan with suitable priorities. The school has addressed matters of health and safety, and has placed a bid to improve facilities.

The school has also focused on its own identified priorities. There has been careful attention to matters of staff morale to give the school an increasingly positive sense of direction. Facilities for information technology are good and their use is integrated well with other subjects. The behaviour of the pupils in and around the school is now very good, although occasional incidents occur that are not recorded carefully enough. The headteacher and deputy have identified areas for attention and are beginning to take steps to put these into effect, such as improvements to the school grounds, forming a school council to access the views of children, and develop the present behaviour policy by emphasising rewards that are deserved.

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	B	D	C	C
mathematics	A	A	A	A
science	A	B	B	B

Key

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

Standards in English are at the national average. The teachers make a very good choice of text and the focus on textual analysis helps pupils to understand hidden meaning. In the lower juniors there is too much dependence on worksheets that lack challenge and limit pupils' development of skills. Standards in mathematics have been consistently well above the national average since 1997. The teachers have an enthusiasm for mathematics that promotes pupils' attainment well. In science standards are close to the national average at Level 4 and above and are well above the national average for Level 5 and above, showing consistently good attainment over several years. The emphasis on practical work, making fair tests and encouraging independent learning by the pupils, promotes good understanding, although there is over dependence on worksheets. The trend in pupils' attainment is broadly in line with the national trend. The school has set appropriate targets for attainment in English and mathematics. The pupils achieve above the level expected. Information technology is integrated well with other subjects, for example, some very good historical research into Victorian census material is done in Year 5.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good. They respond well to teachers' questions and are keen to contribute ideas.
Behaviour, in and out of classrooms	Pupils' behaviour is generally very good. This was noted particularly around the school when pupils were not under direct teacher supervision.
Personal development and relationships	Pupils' personal development is good. They are making good progress towards independent learning and in their relationships with each other. Their relationships with adults are also good.
Attendance	Attendance is satisfactory, and teachers usually make good use of registration time.

Pupils are keen to come to school, and are normally punctual. They take part well in the activities. Pupils usually concentrate well and are engaged in the tasks, helping their attainment. The very good behaviour of pupils is a strength of the school, helping to create an orderly community. Pupils take increasing responsibility for their work as they move through the school, gaining in maturity and confidence. Pupils show respect for the views of others that are different from their own. There has been one exclusion.

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	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 is good overall and contributes well to pupils' learning so that they make steady progress. Teaching is particularly strong in the upper juniors. Teaching is satisfactory or better in 95 per cent of lessons, and very good or excellent in 11 per cent. The strengths of teaching include good subject knowledge, a thorough introduction to the ideas of the lesson and a good interactive, questioning style that usually meets the needs of all pupils. Teachers mark pupils work carefully, although there is seldom any comment to focus on how pupils should improve. They set homework, but this is not done consistently and expectations are not always clear to parents. Very good lesson planning results in most lessons having a good structure and purpose. The good choice of task, for example, a poem on 'Water Picture' or the use of census data for historical research, capture pupils' interests well and provide good learning experiences. The higher-attaining pupils often have work that extends them but they are not always challenged sufficiently in the lower juniors. The teachers manage the pupils very well. The quality of teaching for the literacy and numeracy strategies is good, being planned thoroughly and implemented fully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a well-balanced and worthwhile curriculum that meets statutory requirements for the National Curriculum and religious education.
Provision for pupils with special educational needs	The Code of Practice is fully implemented and all routines are well in place. Some of the targets in the children's education plans are not specific enough and require review.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' moral and social development is good. The programme of personal, social and health education is good. Assemblies provide good opportunities for social and moral development, but is inconsistent for spiritual development. Cultural provision is satisfactory.
How well the school cares for its pupils	The school has good procedures to check safety regulations. Child protection procedures are satisfactory and meet legal requirements. Procedures to promote good attendance are satisfactory. The school has appropriate policies for behaviour and anti-bullying, that are mostly effective.

The curriculum is well-structured and gives good support to teachers, although a few tasks lack challenge. The two pupils with statements of special educational need receive effective support during the 10 hours allocated. The teachers give a good focus to moral understanding. The school provides a residential trip for pupils in Year 6 that supports their personal and social development well. Some parts of the curriculum offer good links to spiritual understanding, for example, poetry, but the opportunities are not recognised consistently. The school meets all legal requirements for fire and electrical regulations. First aid procedures are good, and three members of staff have been trained for the use of epipen for pupils with nut allergy. The school is introducing a late book to monitor punctuality. The behaviour and discipline policy deals effectively with the behaviour of most pupils but there is no central record for incidents concerning behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The senior members of staff increasingly give the school strategic direction. There is a good sense of corporate decision making. The headteacher and deputy head together give the school good leadership.
How well the governors fulfil their responsibilities	The governing body gives good strategic direction to the work of the school. Governors take an active role in evaluating progress.
The school's evaluation of its performance	The school has identified and acted upon appropriate priorities. The focus on writing results from a good initiative where the pupils' English papers were analysed for strengths and weaknesses.

The strategic use of resources	Good. The school uses the facilities well. The governing body expects the headteacher to give some time as supply cover, but at times it is inappropriate
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The management of the school is good. The headteacher and senior staff give good attention to matters affecting the pupils' daily lives. They use the results of monitoring lessons and other aspects thoughtfully and have taken action on all the issues raised during the last inspection. The expectations placed on the headteacher to act as supply cover because of budget constraints has taken his time away from other priorities, such as establishing school routines. There is a need to revise job descriptions to have clear objectives against which teachers are accountable. The school does not provide a daily act of collective worship consistently for the pupils. The school uses a good variety of testing and uses the data to track pupils' progress and consider the value added. The school has taken several steps to economise on energy usage, and seeks to gain best value in its decisions.

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. • The teaching is good. • They feel that children are making good progress. • They find behaviour is good. • They think the school is helping the children to become mature. • They think children are expected to work hard and do their best. 	<ul style="list-style-type: none"> • Several parents feel children do not get the right amount of work to do at home. • Several parents do not think they are kept well informed about how their children are getting on. • Several parents do not think the school works closely with them. • Several parents do not think the school provides an interesting range of activities outside lessons.

The inspection team agrees with the parents positive views of the school. The parents have a strong sense of involvement with the school. The inspectors also agree with the parents concerns, but feel that the school is beginning to address them. Homework is given to pupils, but it is not consistent. There are two parents evenings each year, but none in the spring term and a few parents felt actively discouraged from coming to the summer term one. The annual reports to parents have been re-designed following previous comments, and the school is still working on them. Parents generally have easy access to the teacher or headteacher. The headteacher as a rule responds to written letters and e-mails, and follows up a parent interview with a written reply to confirm what was agreed. The school has a few after school activities, but there is a limited selection and they are not open to all children. Parents are concerned about specific incidents of extreme behaviour but recognise that most of this occurs outside of school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching, particularly in the upper juniors. The level of teachers' subject knowledge is good, and is often shown especially in their introductions. The quality of teachers' questioning is often good.

1. The quality of teaching through the school is a strength overall, and indicates an improvement since the last inspection. The school plans for good coverage and a well-balanced curriculum to meet the needs of all pupils, adjusting the demands of tasks well on most occasions to match their attainments. The percentage of satisfactory or better teaching was 95 per cent and of very good or better teaching was eleven per cent. The teachers' lesson planning is very good. The good quality teaching encourages pupils to become interested and engaged in the tasks, and to achieve. The teachers set clear expectations that promote good motivation and standards, particularly with the upper juniors, and their pupil management is very good. Their good subject knowledge is used to good effect in their introductions to lessons that are usually lively, thoughtful and informative. The quality of teachers' questioning is often good, encouraging pupils to reason and explain, for example, about their interpretation of a poem entitled Water picture.

2. The school has established suitable procedures for monitoring and evaluating teaching. This is helping to identify and share strengths, such as the range and use of teaching skills and how pupils are managed. Plenary sessions in many lessons are used well to consolidate what has been learnt, although there is scope for further development. Pupils' work is marked regularly, but teachers seldom include comments on how to improve. Teachers make good assessments of the pupils as they work, but these observations are not often recorded indicating that this is an area for development. Basic skills, including those of numeracy and literacy, are taught well. Teachers place a good emphasis on pupils speaking and listening skills so that pupils have good opportunities to explain their methods clearly. The school has focused on writing skills recently so that many pupils write with good understanding. Mental strategies for calculations in arithmetic are given good attention. There is a strong focus on practical, investigational methods in science that leads to good understanding although at times there is an over dependence on worksheets. There is a similarly good focus on understanding and study skills across all subjects, for example, in using census data in history.

The curriculum is well-designed and structured. The quality of learning objectives in short-term plans is good.

3. The curriculum is planned and structured well to provide pupils with interesting and worthwhile tasks. Since the last inspection the school has worked hard to establish good planning procedures that are carefully based upon the subject policies and schemes of work. There is good progression through the school and teachers take account of previous work in their planning. The medium-term planning gives a suitable outline, and the daily planning is good, with clear learning intentions. There is also a good programme of personal, social and health education matters. The teachers ensure that the pupils have good equality of access to the curriculum with good opportunities to learn and make progress.

4. The development of information technology has been a particular focus and is now good. The pupils are gaining good skills through the careful application of information technology with other subjects.

5. Provision for extra-curricular activities is unsatisfactory. However, pupils take part in

several local activities such as sports days that enhance their experiences well. Several visitors contribute to school life and work. The school has very good relationships with partner institutions, including the nearby Infant school and the local secondary school, where pupils make visits in preparation for their transfer.

The literacy and numeracy strategies are implemented well, and have a positive effect on standards. The learning experiences offered to pupils usually capture their interests and provide good challenge.

6. The teachers' choice of activities and tasks is good and promotes the pupils' learning well. The teachers give good attention to the range of basic skills across all subjects. For example, pupils use first-hand historical evidence to research the lifestyle and conditions of people living in Ramsey one hundred years ago. Since the last inspection the school has worked hard to establish clear planning procedures that are carefully based upon the subject policies and schemes of work. These take full account of the literacy and numeracy strategies so that planning for these is detailed and effective. The teachers have a good knowledge of texts and activities, and usually work with text that stimulates and extends the pupils and promotes good standards. Budget limitations have prevented further learning assistants being appointed, although there is a continuing need for support during most lessons which the teachers find difficult to provide. This has an adverse effect on the benefit to the pupils of some literacy and numeracy lessons.

The governing body has good involvement in the work of the school, and provides independent monitoring.

7. The governing body has come to terms with its role. Members are now involved in preparing the development plan and make lesson observations to support their consideration of priorities. For example, they have monitored behaviour round the school. They have a timetable of activities to scrutinise policies and meet co-ordinators who give curriculum presentations at their meetings. The governing body is effective in fulfilling its responsibilities, and has suitable procedures for school visits. They have links to subjects of the curriculum and make focused visits and discussions with the co-ordinators. The information they gain through their visits and other contacts helps to inform their decisions and priorities. Staff professional development is seen as a priority and is matched well to school priorities.

8. The process of development planning is satisfactory overall. The governing body works with the staff to evaluate progress through the previous year and agree new priorities. The governors are establishing procedures to monitor and evaluate performance. The school meets statutory requirements in all respects, other than providing a daily act of collective worship. The aims and values of the school are evident in the daily work of the school. The governors have been involved to check that the school has addressed all the issues of the previous inspection appropriately.

The senior members of staff have made good improvements in oversight of the curriculum and planning, and in monitoring teaching.

9. The headteacher and deputy have given a specific focus to procedures for curriculum and lesson planning, and they are now generally consistent through the school. They have made sure that the school has subject schemes of work, or that these are being adopted. They have introduced monitoring procedures for teachers' planning to ensure secure coverage. Teachers have visited other schools, and several senior staff are making lesson observations that identify curriculum strengths and weaknesses. The good practice whereby teachers plan together in year groups helps to ensure that pupils have similar experiences and gives security to individual teachers. However, the subject co-ordinators are not yet able to make an input at the planning stage. The core subject co-ordinators

monitor planning, lessons and some children's work and this could usefully be extended to all subjects.

WHAT COULD BE IMPROVED

The marking of pupils work, to include comment on how to improve.

10. The pupils produce a considerable quantity of written work as a result of the thorough teaching and mostly good choice of tasks. Most of this is marked carefully by the teachers, with spellings and other corrections noted according to the focus of the work. Several comments are made that give appropriate recognition to the quality of work, with praise and encouragement. Teachers often show a good personal response, that they have enjoyed a story line or phrase. The school uses a variety of stickers that the pupils appreciate, and on occasion the teacher will award a house point for work of a higher standard than usual. All this indicates good, standard practice.

11. The teachers' individual lesson plans usually have clear learning intentions for each lesson that are shared with the pupils. However, the marking very seldom makes any reference to these by saying how well the pupil's work meets the expectation. A further comment on what the pupils should concentrate on to improve is very rare. There is a school policy for the approach to marking pupils' work, but this is an area for development to clarify teachers' expectations and help raise standards.

Arrangements to establish a senior management team to help give leadership and direction to the school.

12. The headteacher has considered the formation of a senior management team since his appointment a year ago but has not yet put this in place since he saw a need to help staff morale by making decisions together. The year group leaders provide effective support and direction within their remit and the deputy headteacher gives good leadership within her responsibilities. However, the work and development of the school requires further direction through agreed priorities and action at a senior level. For example, while the medium-term planning outlines subject content and topics, further work is required to clarify what pupils should learn at each stage. Also, while some forms of monitoring take place regularly the expectations and procedures need to be worked out for best effect. Routine homework is given and class assessments are made but practice is not consistent.

Communication with parents, particularly noting and responding to parents' concerns.

13. Parents, overall, stated that they think the teaching is good, their children like school and that behaviour is good through their responses to the questionnaire. The very great majority also think they would feel comfortable in approaching the school about a problem. A significant proportion, however, do not feel well informed about how their child is getting on or that the school works closely with parents. There is no parents meeting in the spring term and parents are anxious to know about their child's progress and what they might do to help. Reading diaries give some contact in the lower juniors but these are less in evidence for the upper juniors as a means of contact with parents. An outline of the work for the term is sent to parents at the start of each term and these could be extended. Annual reports to parents are satisfactory and have been revised. As a rule the headteacher responds to written letters and e-mails from parents and he writes a follow-up letter to an interview. However, a few parents feel that communication is not as good as they would wish.

The school systems and procedures need to be tightened up.

14. While the school runs smoothly and there is a calm, orderly atmosphere, several

routines need tightening up. There is no agreed assembly programme, and a daily act of collective worship is not provided consistently. The school does not keep a book to record late arrival at school, nor when children are off site during the school day, for appointments with doctors etc. There is no regular arrangement for keeping minutes of meetings, such as for staff meetings and the headteacher and deputy. Teachers' weekly planning is not signed as a routine to acknowledge the preparation and to confirm that it is suitable, and no notes of suggestions are made. The marking system is mostly about praise and does not move pupils on. The reward system to recognise good work and effort does not operate consistently.

15. In general pupils' behaviour is very good, responding to the high expectations of the teachers. In and around the school pupils demonstrate good conduct and manners. When minor incidents occur these are usually handled quickly and well. However, there are inadequate procedures for recording these minor incidents and the occasional more serious examples of inappropriate behaviour so that pupils and parents know behaviour is being monitored. A few parents are concerned that they do not know if action is being taken when an incident occurs involving their child. The procedures should record clearly what has taken place within school. They should also note any incidents that originated or continued beyond the school premises, since inspection findings are that most of the more serious incidents occur outside school.

16. The headteacher has been concerned to build common ground amongst the staff and this has been successful. However, insufficient time and attention has been given to routine procedures that enable staff, pupils and parents to know that matters are understood, monitored and acted upon.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

17. The governing body, headteacher and staff should give attention to the following issues in order to raise standards:

- (1) Improve the quality of marking by:
 - a) Considering and agreeing the principles upon which marking is based, to include a clear statement on how pupils' should improve;
 - b) Reviewing the present marking policy to enshrine these principles;
 - c) Agreeing recommended practice and style of interactions with pupils;
 - d) Putting in place appropriate monitoring procedures.
- (2) Implement the outline plan to establish a senior management team, by:
 - a) Agreeing the purpose, function and responsibilities of the team;
 - b) Drawing up a modus operandi how the team should work;
 - c) Ensuring that the team is enabled to operate effectively.
- (3) The school should ensure that there are clear lines of communication with parents that keep them informed about relevant matters.
- (4) The governing body, headteacher and senior staff should improve school routines by:
 - a) reviewing procedures for all aspects of school life and work;
 - b) establishing an effective recording system to track inappropriate behaviour;
 - c) reducing the time given by the headteacher to supply cover;
 - d) allocating responsibilities appropriately to senior staff, linked to their job descriptions and accountability;
 - e) allocating directed time for administration when required;
 - f) arranging for a member of the governing body to monitor procedures.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	42	37	5	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	338
Number of full-time pupils eligible for free school meals	0	32

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	82

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.4

Unauthorised absence	%
School data	0.5
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	55	40	95

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	42	46
	Girls	34	35	34
	Total	72	77	80
Percentage of pupils at NC level 4 or above	School	76	81	84
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	42	47
	Girls	33	35	35
	Total	69	77	82
Percentage of pupils at NC level 4 or above	School	73	81	86
	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	
Black – African heritage	
Black – other	1
Indian	
Pakistani	1
Bangladeshi	2
Chinese	2
White	332
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	12.5
Number of pupils per qualified teacher	27
Average class size	30

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	41

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	492820
Total expenditure	496482
Expenditure per pupil	1452
Balance brought forward from previous year	17662
Balance carried forward to next year	14000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	338
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	30	62	5	3	0
My child is making good progress in school.	31	53	7	3	7
Behaviour in the school is good.	26	66	4	4	0
My child gets the right amount of work to do at home.	11	45	27	14	3
The teaching is good.	28	65	4	1	1
I am kept well informed about how my child is getting on.	14	46	25	14	1
I would feel comfortable about approaching the school with questions or a problem.	44	44	8	3	1
The school expects my child to work hard and achieve his or her best.	38	47	8	4	3
The school works closely with parents.	12	47	30	10	1
The school is well led and managed.	24	50	14	6	7
The school is helping my child become mature and responsible.	27	60	5	4	3
The school provides an interesting range of activities outside lessons.	12	30	22	22	14