

INSPECTION REPORT

BROOKLANDS PRIMARY SCHOOL

SALE

LEA area: Trafford

Unique reference number: 106301

Head teacher: Mr. S. J. Cole

Reporting inspector: Mrs S. M. Barnes
16249

Dates of inspection: 26th - 28th February 2001

Inspection number: 191417
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	mixed
School address:	Woodbourne Road Sale Cheshire
Postcode:	M33 3SY
Telephone number:	0161 9733758
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D. Cockayne
Date of previous inspection:	20/01/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brooklands Primary is a larger than average primary school, situated in Sale in Trafford. There are 526 boys and girls on roll between the ages of three and eleven. The socio-economic circumstances of the pupils are better than average, a great majority of the pupils are of white ethnic origin and less than three per cent speak English as an additional language. The proportion of pupils with special educational needs is far fewer than nationally at less than five per cent. No pupils currently have a statement of their need. Far fewer pupils, (approximately two per cent) are eligible for free meals than in most schools. The school is popular and very few pupils leave or arrive at other than Reception and Year 6. Attainment on entry is above average.

HOW GOOD THE SCHOOL IS

This is a very effective school that provides a good quality of education for its pupils. The leadership and management by the head teacher, senior staff and governors are good. As a result there has been good progress since the previous inspection and the high standards noted at that time have been maintained. The school provides good value for money.

What the school does well

- Pupils attain very high standards in English, mathematics and science. Standards in information and communication technology are good throughout the school.
- The leadership and management of the school are good.
- The overall quality of teaching is good. Teachers' planning of lessons is good and has the effect of captivating pupils' interest in their lessons. Because of this they work with good levels of concentration and developing independence.
- The provision for pupils' moral and social development is very good. The provision for pupils' cultural development is good. As a result pupils behave well and have positive attitudes towards their learning.
- The provision of extra-curricular activities and learning opportunities is very good.
- The school cares effectively for its pupils. Procedures for child protection and welfare and attendance and punctuality are very good.

What could be improved

- Pupils in all classes are not all sufficiently involved in analysing their work and agreeing targets for improvement. Teachers' marking does not always give pupils clear indications as to how they can improve their work. Targets that are set are not always shared fully with pupils and their parents. (The school has already identified this as an area for improvement.)

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the school was last inspected in January 1997. The two key issues have been effectively resolved. The high standards noted at that time have been maintained. Work is now effectively planned to match the full range of pupils' abilities in all classes. There is a consistent approach to assessment procedures, which are used appropriately when planning work. The quality and consistency of teachers' planning is now a strength of the school.

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
	1998	1999	2000	2000
English	A*	A*	A*	A*
mathematics	A*	A*	A*	A
science	A	A	A*	A

Key
The comparative grade A* or E* refers to the school's performance being in the highest or lowest 5% nationally.

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

As can be seen from the table above, over the last years there have been consistently high standards in the end of key stage tests for eleven year-old pupils in all three core subjects. Standards in English, mathematics and science were in the top five per cent nationally in 2000. When compared with the results in similar schools, based on eligibility for free school meals, the results were well above average in mathematics and science and very high in English.

Inspection evidence confirms that pupils achieve appropriately at Key Stage 1 and standards in all three core subjects are above average when pupils are seven. Their achievements are good at Key Stage 2 and standards are well above average by the time they leave school at eleven. Pupils throughout the school make good progress in information and communication technology and achieve standards that are good for their age at the end of both key stages. The school is in line to attain the targets it has set for 2001, when it anticipates 97 per cent of pupils attaining at least Level 4 in English and 94 per cent in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like their school and are keen to talk about it. They concentrate and work hard in lessons and take pride in presenting their work well.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and when moving around the school. Playtimes and lunchtimes are pleasant, social occasions when pupils interact and play amicably together.
Personal development and relationships	Good. The manner in which pupils learn to respect other peoples' values and beliefs is a strength. There are good relationships between all members of the school's community. Older pupils care for younger children during break-times in inclement weather.
Attendance	Attendance and punctuality are very good. Both of these contribute positively to pupils' learning and their achievements.

TEACHING AND LEARNING

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

From lesson observation and the scrutiny of work, the quality of teaching is good overall. During the time of inspection all of the teaching was at least satisfactory and much good teaching was observed. Seventy nine per cent of the teaching observed was at least good. Seventeen per cent was at least very good and on occasion excellent teaching was observed. Teaching of children under five in the nursery and

reception is sound and children make appropriate progress towards each of the areas of learning of the foundation curriculum. By the time they enter Key Stage 1, standards are above those expected of pupils at five. Teaching at Key Stage 1 is sound overall and during the time of inspection much good teaching was observed. Pupils make appropriate progress in their learning and attain standards which are above average by the time they are seven. Teaching is good at Key Stage 2 and leads to pupils making particularly good gains in their learning. The quality of teachers' planning is good overall throughout the school. As a result pupils make at least satisfactory and often good progress in their learning. The quality of teaching in English and mathematics is good overall. It is particularly good at Key Stage 2. Literacy, information and communication technology and numeracy skills are effectively taught throughout the school. As a result pupils make good gains in their learning and attain high standards in these subjects at the end of each key stage. The school effectively meets the needs of pupils of all levels of prior attainment. Lessons are well matched to pupils' prior attainment and follow on effectively, as a result pupils all work with good levels of concentration and developing independence. Teachers make effective use of homework to support pupils' learning in class. This is particularly well used at Key Stage 2. However teachers' marking does not always give pupils clear indications as to how they can improve their work. Pupils in all classes are not all sufficiently involved in analysing their work and agreeing targets for improvement with their teachers and parents.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All of the subjects of the National Curriculum and religious education are taught. There are good plans that ensure that learning is developed systematically across the school. Good provision is made for literacy and numeracy. The provision for extra-curricular activities is very good and the extensive programme makes a significant contribution to pupils' learning especially in music.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is sound overall. Work is generally well matched to pupils' individual needs in lessons and they receive good support from adults. Skills and knowledge are developed at a good rate against prior levels of attainment.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good and enables them to make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is very good. The provision for pupils' cultural development is good and is enhanced by the links the school has made with Italy and France. The provision for pupils' spiritual development is satisfactory overall.
How well the school cares for its pupils	Good. In the previous inspection the support, guidance and welfare of pupils was reported as a particular strength of the school. It continues to be so and the parents are very positive in their support for the school's success in this area.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership of the head teacher and key staff is good. It ensures clear educational direction for the school and is a major factor in the maintenance of high standards throughout the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They have a good understanding of the strengths and weaknesses of the school.
The school's evaluation of	The school evaluates its own performance effectively. The priorities for

its performance	development are very appropriate and there is a shared commitment to improvement.
The strategic use of resources	Good. Educational priorities are supported effectively by careful financial planning. Specific grants are used well. Resources, including staffing, are well deployed. The school applies the principles of best value well.

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 make good progress. • The teaching is good. • The school expects pupils to work hard and do their best. • The school is well led and managed. • The school is effective in helping pupils to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents do not feel sufficiently well informed about how their children are getting on. • Some parents feel the school does not work sufficiently closely with parents.

The inspection team agree with the positive views parents have expressed. While the quality of information provided for parents about their children's progress is satisfactory overall, the inspection team agree that parents and pupils could be more actively involved in the setting of individual targets for improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain very high standards in English, mathematics and science. Standards in information and communication technology are good throughout the school.

1. Children enter school with standards which are above average. Inspection evidence and analysis of end of key stage tests at seven and eleven confirm that pupils achieve appropriately at Key Stage 1. Standards in the core subjects of English, mathematics and science are above average when pupils are seven. Their achievements are good at Key Stage 2 and standards are well above average by the time they leave school at eleven. Attainment in statutory assessment tests in mathematics in the year 2000 was above average at the end of Year 2 and well above at the end of Year 6. The school has achieved consistently high standards in the end of key stage tests for eleven year-old pupils over the last years in all three of the core subjects. Standards in English, mathematics and science were in the top five per cent nationally in 2000. When compared with the results in similar schools, based on eligibility for free school meals, the results were very high in English and well above average in mathematics and science. The school has a good proportion of pupils achieving the higher Level 3 and Level 5 at the end of each key stage respectively, when compared with all schools nationally. Scrutiny of pupils' work supports these standards, giving a picture of continuous improvement. The school is in line to attain the targets it has set for 2001, when it anticipates 97 per cent of pupils attaining at least Level 4 in English and 94 per cent in mathematics.
2. Particular strengths in English are speaking and listening and reading. Pupils have good vocabularies and teachers take appropriate opportunities to aid further development. Standards in reading are effectively developed by the appropriate focus teachers place on teaching higher order reading skills and the development of research skills during literacy lessons. Homework is used effectively and pupils are well supported in their reading at home. Good use is made of links between literacy and other subjects, for example, in history, pupils study persuasive writing and the production of pamphlets and texts to support particular political arguments.
3. In mathematics, a particular strength is the pupils' ability to handle number. Pupils throughout the school have regular, good opportunities to develop their skills when learning about the relationships between numbers and in solving problems. Lessons regularly include quick mental mathematics sessions and as a result pupils develop a good range of mental approaches to finding the solutions to problems they are set. By the time they reach Year 6, pupils are effective in organising their work and using a range of different methods to effectively record their answers. Pupils of all levels of prior attainment make appropriate progress in their learning at Key Stage 1. At Key Stage 2, the progress made by pupils is good.
4. Pupils at Key Stage 1 are taught science effectively using a topic-based approach in work linked to design and technology. They make predictions about what might happen in their experiments; for example when they test solids to see which will dissolve in water. Their work covers the full syllabus and pupils of all levels of prior attainment make appropriate progress. At Key Stage 2 pupils cover a detailed scheme of work, which effectively gives them experiences to develop their skills, knowledge and understanding in the subject. Pupils of all levels of prior attainment make good progress in their learning. The school teaches about life processes and living things, materials and their properties and physical processes well. Good use is made of links with other subjects such as mathematics when, for example, pupils in Year 6 made graphs and tables to illustrate their analysis of rubbish, or in design and technology when they applied their knowledge of materials to the task of designing packaging.
5. Pupils throughout the school make good progress in information and communication technology and achieve standards that are good for their age at the end of both key stages. In the nursery

and reception classes children are given suitable opportunities to start to develop skills in using computers. Reception children write using a concept keyboard. At Key Stage 1, teachers give pupils good opportunities to learn to use a wide range of programs and they develop skills well in word processing, data handling, planning instructions to make things happen and reviewing and modifying their work. At Key Stage 2, pupils of all levels of prior attainment continue to make good progress in all of the required areas of study, including control, word processing and importing text and pictures and sending and receiving e-mail. By the time they reach the oldest classes, they are very competent in working with computers and attain standards in all aspects of the work that are higher than would normally be expected of pupils of that age.

The leadership and management of the school are good.

6. The leadership of the head teacher and key staff is good. The head teacher ensures clear educational direction and monitors all aspects of the school's work. School aims are appropriate and are well reflected in daily school life. The school is well managed and development planning is shared by all and is reviewed annually. It is effectively linked to the budget and takes appropriate consideration of national as well as school based priorities. The good leadership drives the school forward, it ensures good levels of improvement in all aspects of school life and is a major factor in the maintenance of high standards.
7. The governors fulfil their responsibilities well. They are kept well informed by the head teacher about all aspects of the school. As a consequence, they have a good understanding of the strengths and weaknesses of the school and are able to play an active role in planning future improvements.
8. The school effectively evaluates its own performance. The head teacher monitors the teaching and learning in each class, as well as the planning and evaluation of lessons. Each co-ordinator presents an annual report on the development of their subject. Appropriate targets are set for improvement and maintenance of standards in the core subjects. The priorities for development, which are set at individual subject and whole school level, are very appropriate and there is a shared commitment to improvement.
9. Educational priorities are supported effectively by the careful financial planning of the head teacher, senior staff and governors. The management of finances has ensured that the budget no longer runs at a deficit. A carefully planned rolling programme of redecoration and refurbishment is underway. The most recent auditor's report noted the administration of financial records were of a very high standard. Specific grants are used well. Resources, including staffing, are well deployed. The school applies the principles of best value well.

The quality of teaching is good overall. Teachers' planning of lessons is good throughout the school and has the effect of captivating pupils' interest in their lessons. Because of this they work with good levels of concentration and developing independence.

10. From lesson observation and the scrutiny of work, the quality of teaching is good overall. A particular strength of the teaching is in the quality of teachers' planning, which is good throughout the school. Planning ensures that lessons follow on effectively from previous work. Teachers carefully match work to the differing levels of attainment of different groups of pupils. As a result lessons are interesting and have suitable challenge and pupils all work with good levels of concentration and developing independence and make at least satisfactory and often good progress in their learning. The quality of teaching in English, science, information and communication technology and mathematics is good overall. Some examples of very good teaching were observed and on one occasion teaching was excellent. This is clearly making a key contribution to the progress made by pupils in their learning and the improvement in standards. Teaching is particularly good at Key Stage 2. Literacy, information and communication technology and numeracy skills are effectively taught throughout the school. In mathematics,

mental and oral sessions introducing each numeracy lesson are well taught with teachers using a variety of methods and approaches. Main teaching activities are well planned from the appropriate part of the National Numeracy Strategy. Overall, teachers' high expectations are matched by the enthusiasm and interest of the great majority of pupils and, as a result, most lessons are enjoyable and productive. Literacy lessons make good use of strategies to promote pupils' learning, as a result pupils make good gains in their learning and attain high standards in these subjects at the end of each key stage. Teachers make effective use of homework to support pupils' learning in class. This is particularly well used at Key Stage 2.

The provision for pupils' moral and social development is very good. The provision for pupils' cultural development is good. As a result pupils behave well and have positive attitudes towards their learning.

11. Provision for pupils' social and moral development is very good and is a strength of the school. This contributes very effectively to creating a climate where pupils develop as confident, enthusiastic learners. Pupils' very good moral development is consistently and strongly fostered through the school's aims and policies setting a high value upon the understanding of the differences between right and wrong. A sense of fair play is fostered in class, the playground and during games lessons. Pupils are involved in the agreeing of their own classroom rules. As a result the ethos is one of mutual support and consideration. The school promotes a very good sense of social awareness and adults provide role models of responsible, supportive relationships when working together in the classroom. Pupils in their turn develop an attitude of responsibility towards other members of the community and their school environment. Pupils like their school and are keen to talk about it. They concentrate and work hard in lessons and take pride in presenting their work well. They behave well in lessons and when moving around the school. Playtimes and lunchtimes are pleasant social occasions when pupils interact and play amicably together.
12. The provision for pupils' cultural development is good. Pupils regularly take part in concerts and other local performances. They listen to music of different styles in school assemblies; including live music, often played by pupils, some of whom are very skilled musicians. Very good opportunities for pupils to participate in sporting and musical activities outside school also provide a breadth of experience in mixing with others and responding appropriately in competitive situations. Artwork by pupils and famous artists from a range of cultures are attractively displayed and enhance the ethos of the school. The commitment to contributing to local good causes as well as to national and world causes further develops pupils' awareness of their social responsibility.

The provision of extra-curricular activities and other learning opportunities is very good.

13. The curriculum offered to the pupils is wide and includes areas extra to the national curriculum, such as Italian and the opportunity for individual music tuition. There is good provision for pupils' intellectual development through both the taught curriculum and well-planned extra curricular activities including visits and visitors. These activities contribute very well to pupils' personal, social and cultural development, enhancing and enriching their experiences and relationships with other children and adults.
14. There is a very good range of extra-curricular clubs including music (choir, recorder, percussion and orchestra) and sport (football, athletics, netball, country dancing, basketball, lacrosse and cricket) as well as art, drama and chess. These clubs are mainly open to pupils at Key Stage 2 and are very well supported by enthusiastic teachers, parents and visiting specialists. School teams successfully enter a wide range of sporting tournaments. Pupils' learning is well supported and challenged, for example, through use of visits and visiting speakers to enhance learning in science, geography and history. Pupils have the opportunity to learn Italian and this is linked to an increasing focus on technology as a means of communication. For example, pupils use the Internet and CD-ROM information retrieval to research and communicate with pupils in other

countries. The school maintains active communication with schools in Italy and France. This has a positive impact on the learning of pupils of all levels of prior attainment.

The school cares effectively for its pupils. Procedures for child protection and welfare are very good.

15. In the previous inspection the support, guidance and welfare of pupils was reported as a strength of the school. It continues to be so and the parents are very positive in their support for the school's success in this area. Procedures for monitoring the assessment of pupils' work, and the procedures for supporting the development of individual pupils both academically and personally are good and contribute positively to the standards attained. All the teachers and support staff know the pupils well, and they have together developed a safe, supportive and caring environment for the pupils. The procedures for ensuring all aspects of pupil's health and safety, and promoting their general welfare, including child protection, are very good. All staff have similar high expectations of the way pupils should behave and use consistent standards throughout the school to reward pupils and, where necessary occasionally, to impose sanctions. The procedures for monitoring attendance and punctuality are very good, so that pupils' attendance overall is very good, being well above average for primary schools, both nationally and within the local education authority.

WHAT COULD BE IMPROVED

Pupils in all classes are not all sufficiently involved in analysing their work and agreeing targets for improvement. Teachers' marking does not always give pupils clear indications as to how they can improve their work. Targets that are set are not always shared fully with pupils and their parents. (The school has already identified this as an area for improvement.)

16. Work is regularly marked in all classes and the school has an appropriate marking policy, which gives teachers suitable guidance. The marking of Key Stage 1 pupils' work includes discussion with them rather than written comments. Marking of older pupils' work does include opportunities for written comments in all but the oldest classes, although these opportunities are not always taken. School policy is that pupils in Year 6 are not given written comments in their books, in case these are required as part of grammar school assessment procedures. Neither do teachers make sufficient use of written comments on how pupils could improve their work elsewhere, such as in a personal marking jotter. As a result, some opportunities are missed for teachers to give pupils clear indications as to how they could do better. The school has identified target setting as an area for future improvement and in some classes teachers have started to do this, although they have not included pupils in decision making. There has not yet been an agreement as to how many targets would be suitable at one time and some pupils have too many to be realistically achievable. Pupils in all classes are not sufficiently involved in analysing their work, looking at criteria for improvement and agreeing targets for this with their teachers. The areas for improvement are not always made sufficiently clear to pupils or to their parents. Not all reports, including reviews of pupils with special educational needs, tell parents exactly what their children have achieved and how they could do better, in this way opportunities for involving parents in their children's progress is sometimes missed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the head teacher and governors should:-

- (1) ensure that when work is marked pupils of all levels of prior attainment, including pupils with special educational needs, are clearly informed how they could improve still further. Involve pupils in setting realistic and achievable individual targets for their own

improvement and share these targets with parents, so that support from home can be maximised.

(Paragraph No. 16)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	13	63	21	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	500
Number of full-time pupils eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.2

Unauthorised absence

	%
School data	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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	34	66

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	31	31
	Girls	32	33	33
	Total	62	64	64
Percentage of pupils at NC level 2 or above	School	94	97	97
	National	83	84	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	31	31
	Girls	33	34	31
	Total	64	65	62
Percentage of pupils at NC level 2 or above	School	97	98	94
	National	84	88	88

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
	2000	37	31	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	35	36
	Girls	31	29	31
	Total	68	64	67
Percentage of pupils at NC level 4 or above	School	100	94	99
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	36	36
	Girls	31	31	31
	Total	66	67	67
Percentage of pupils	School	97	99	99

at NC level 4 or above	National	70	72	79
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Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	5
Black – other	0
Indian	12
Pakistani	7
Bangladeshi	2
Chinese	5
White	393
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	27.5
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	7.5
Total aggregate hours worked per week	

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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Financial information

Financial year	2000
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	£
Total income	869,621
Total expenditure	867,021
Expenditure per pupil	1510
Balance brought forward from previous year	12200
Balance carried forward to next year	22949

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	526
Number of questionnaires returned	193

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	5	1	0
My child is making good progress in school.	61	36	2	1	1
Behaviour in the school is good.	36	58	6	0	1
My child gets the right amount of work to do at home.	36	54	7	2	1
The teaching is good.	57	39	2	0	2
I am kept well informed about how my child is getting on.	27	52	18	2	1
I would feel comfortable about approaching the school with questions or a problem.	43	48	7	1	1
The school expects my child to work hard and achieve his or her best.	61	34	3	1	2
The school works closely with parents.	28	50	15	3	4
The school is well led and managed.	50	42	3	0	5
The school is helping my child become mature and responsible.	50	44	1	1	4
The school provides an interesting range of activities outside lessons.	49	35	6	1	9