

INSPECTION REPORT

Bradleys Both Community Primary School

Keighley

LEA area: North Yorkshire

Unique reference number: 121383

Headteacher: Mrs. E. Preston

Reporting inspector: Mr. M. Massey
23785

Dates of inspection: 21-22 January 2002

Inspection number: 193228

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Skipton Road, Bradley, Keighley, West Yorkshire,
Postcode:	BD20 9EF
Telephone number:	01535 633116
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Appropriate authority:	North Yorkshire County Council
Name of chair of governors:	Mr. F. Holmes
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bradleys Both Community Primary School is situated in the Aire Valley ward in North Yorkshire. The school is smaller than average with 145 pupils on roll, 68 boys and 77 girls. Pupils are aged from four years to eleven years and are taught in five classes. They come mainly from the local area, although a small proportion travel in to the school from the outlying district. Pupils' attainment is above average overall when they start school full-time in the September of the year in which they are five. Less than two per cent of pupils are eligible for free school meals, which is below average, and there are no pupils with English as an additional language. Only three pupils are on the school register of special educational need, which is below average, and there are no pupils with statements of special educational need. The school has recently been awarded Beacon status. It is larger than at the time of the last inspection.

HOW GOOD THE SCHOOL IS

Bradleys Both is a very good school with many strengths and no significant weaknesses. The school is excellently led by the headteacher who is well supported by other senior teachers, staff and governors. Very good teaching throughout the school ensures that pupils make very good progress and achieve high standards. National test results for seven and eleven-year-olds have been maintained at a consistently high level, well above the national average, over the past five years. The school gives very good value for money.

What the school does well

- The excellent leadership provided by the headteacher with the support of senior staff gives a clear direction to the school and creates an atmosphere that reflects a striving for excellence.
- Very good teaching results in high standards being attained throughout the school.
- Clear guidance given by the school leads to the positive attitudes and very good behaviour of pupils.
- A rich and varied curriculum contributes well to a stimulating and challenging learning environment.

What could be improved

- More opportunities for structured play could be provided for pupils in the Foundation Stage

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since it was last inspected in April 1997. High standards have been maintained with a very high proportion of pupils attaining at the higher levels in the national tests for pupils in Year 2 and Year 6. The school has successfully addressed the area identified in the last report as needing improvement; very good teaching is now promoted throughout the school through a rigorous system of monitoring teaching and learning and promoting good practice. Pupils now make very good progress throughout their time in Key Stage 2. Induction procedures for newly qualified teachers are very good and have made a strong contribution to ensuring high levels of good teaching in the early years. Provision for information and communication technology (ICT) is now good and the pupils have reacted with enthusiasm to this development. They receive the full National Curriculum entitlement in ICT and use their skills well in other subjects, such as history, English and mathematics.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	A*	A*	A*
Mathematics	A*	A	A*	A*
Science	A*	A	A	A

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

Last year's national test results for eleven-year-olds indicated that standards were in the highest five per cent nationally in English and mathematics when compared to all schools and similar schools. A high proportion of pupils achieve the higher level 5 in all three subjects. In English and science all pupils reached the nationally expected standard. Over the last five years high standards have been consistently maintained in English, mathematics and science. Standards seen in the present Years 2 and 6 reflect the high test results as pupils of all abilities continue to make very good progress.

National test results for seven-year-olds in 2001 were well above average in reading, writing and mathematics. In writing, scores were in the highest five per cent nationally. High standards have been maintained consistently in writing over the last five years. In reading and mathematics, standards improved significantly between 1998 and 1999 and these high standards have since been maintained. Children's attainment on entry to the school is above average. They make very good progress in the Foundation Stage and are in line to exceed the nationally expected standards in all the areas of learning. Children in the Foundation Stage are confident speakers and they have very good early writing skills that make the transition to National Curriculum work a natural progression.

Throughout the rest of the school pupils' writing is good, containing appropriate punctuation, good spelling and an often extensive vocabulary. In mathematics, pupils' ability to work independently and attack problems confidently, using their prior knowledge, is a feature of their learning. They have good scientific skills, setting up their own investigations and recording the results of their work accurately. The school has set very high targets for the national test results for eleven-year-olds in 2002 and 2003, in order to maintain the standards of the past five years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school. They enjoy their work and often discuss tasks animatedly, trying hard to find solutions.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. This enables others to concentrate on their work and enjoy lunch and play times.
Personal development and relationships	Very good. Pupils get on well together and they work well in groups for subjects like science and mathematics. They are confident to take responsibility for their own learning and they carry out tasks around the school happily and conscientiously.

Attendance	Very good. Attendance is very high compared to the national average. Punctuality is generally very good.
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Pupils are very supportive of one another. They co-operate well with classmates in groups and are appreciative of the efforts of others, for example in music and religious education, listening carefully to their contributions. They show maturity when talking to adults about their work.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Very Good	Very Good

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

Teaching throughout the school is very good. No unsatisfactory teaching was seen during the inspection. The teaching of the youngest children is lively and imaginative. Children are presented with a wide range of interesting and challenging activities that quickly engage their interest, for example in their work on France. Teaching for pupils in Years 1 and 2 is characterised by tasks that are very well matched to pupils' abilities and probing questioning that gives the teacher a good insight into pupils' understanding of the tasks. Teaching of older pupils increasingly focuses on developing pupils' independence in problem solving activities in subjects like mathematics and science.

The teaching of English and mathematics is very good. Careful planning, which ensures that pupils of all abilities are suitably challenged, supports the good teaching. Good support is given to lower attaining pupils while skilful and thought provoking questioning is used particularly well to extend the thinking of higher attaining pupils. Literacy and numeracy are taught well, with a good foundation being laid in the teaching of the youngest pupils. However, a key factor in the high quality of teaching is the sense of adventure and excitement that permeates many of the lessons. In discussion with pupils they often refer to learning as "fun", with some pupils noting that they learn without knowing that they are learning. The emphasis is on pupils thinking and doing and unnecessary recording is kept to a minimum. Teachers link subjects skilfully so that, for example, work in literacy is linked to history and art, which brings the work alive to pupils. As a result pupils talk about their learning with enthusiasm and can transfer their learning in one subject to other areas of the curriculum; for example, using their scientific and mathematical skills on their work in design and technology. Pupils have a good understanding of their learning although specific learning objectives are not always clearly explained to them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The full range of National Curriculum subjects and Foundation Stage areas is covered. There is a strong focus on pupils' practical involvement in activities. Subjects like music and design and technology promote high standards and visitors to the school and a good programme of visits enhance the curriculum.
Provision for pupils with special educational needs	Very good. Pupils are well supported in class and their progress is carefully tracked through their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Guidance is clear and unambiguous and pupils have a clear understanding of expectations laid down by the school. As result pupils behave well, are thoughtful and realise the impact of their actions on others. They are presented with a wide range of cultural opportunities that gives them a good understanding of their own and other cultures.

How well the school cares for its pupils	The school takes very good care of pupils. Teachers know pupils well and ensure that the work given to them is suitable. Child protection procedures are appropriate.
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The high quality work done in a range of subjects is a strength of the school. The establishment of a computer suite means that pupils have access to good provision and make good progress in ICT. There is good curriculum provision for music, where standards are high. There is not enough provision for children to develop their skills in activities like climbing, balancing and energetic running in the Foundation Stage in the winter. The school has already recognised this and included it as a priority in the current school improvement plan.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and gives a very clear sense of direction to the school. She is well supported by an enthusiastic and committed staff dedicated to improving provision for pupils.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities well. They have a good understanding of how the school works and are kept well informed about developments. They provide good support to the headteacher and staff.
The school's evaluation of its performance	Very good. The school analyses the results of national tests and carries out its own internal assessments. The results are used effectively to target areas for improvement.
The strategic use of resources	Very good. The school uses its budget well to ensure that developments, such as the computer suite and new library, can take place.

The excellent leadership provided by the headteacher is instrumental in ensuring that the high standards of teaching and learning are maintained. The school applies the principles of best value appropriately. Very good budget management through the school secretary and bursar ensures that good information is available when spending decisions have to be made. High quality secretarial support enables the headteacher to fulfil her teaching commitments whilst carrying out her other leadership and management responsibilities.

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 and make good progress. • Behaviour in the school is good. • Teaching is good and the school expects children to work hard and do their best. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The school could work more closely with parents. • There could be a more interesting range of activities outside lessons.

The inspection team fully agrees with the positive views expressed by parents. The team judged that the range of activities provided outside lessons was good for a school of this size. There was no evidence to support the view expressed by a small minority that the school could work more closely with parents. Discussions with parents showed the vast majority to be very happy in their relationships with the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The excellent leadership provided by the headteacher, with the support of senior staff, gives a clear direction to the school and creates an atmosphere that reflects a striving for excellence.

1. The excellent leadership provided by the headteacher has created a school where teachers and pupils work hard and enthusiastically to achieve their maximum potential. The headteacher has a clear idea about how pupils learn. This vision is clearly conveyed to staff and ensures that there is a shared approach to teaching and learning throughout the school. Teachers are encouraged to extend their own learning and teaching development by taking risks, for example, by being innovative and enjoying their teaching. The headteacher understands the value of presenting pupils with active learning situations where teachers set tasks that demand thought, organisation and independent work. She has a demanding teaching commitment herself and this enables her to set high standards with some inspirational teaching, whilst promoting a sense of fun in learning. She is an excellent role model for staff in the school.

2. Senior staff provide good support to the headteacher. They promote high standards of teaching and work closely with other staff to ensure that high expectations are maintained throughout the school. They have provided good support to the induction of a newly qualified teacher, taken a leading role in developing the environmental area and contributed to the recent establishment of the computer suite.

3. The headteacher has established a very good system for monitoring teaching and learning. Regular observations of teachers are made and teachers receive good feedback on how they can improve. This is a key feature in maintaining high teaching standards. Teachers' planning is regularly monitored to ensure a consistent approach. Samples of pupils' work are scrutinised regularly by the headteacher to ensure that high standards are being maintained throughout the school. However, the most useful aspect of reviewing pupils' work takes place when samples are taken to whole staff meetings, compared and discussed. This gives staff a very good overview of standards across the school and makes them aware of their importance in the overall provision.

Very good teaching results in high standards being attained throughout the school.

4. The quality of teaching is very good throughout the school. This represents a very good improvement since the last inspection. The youngest children, in the Reception class, benefit from high quality provision that develops their self-confidence whilst providing them with stimulating and challenging activities. The teacher presents literacy and numeracy activities that prepare children well for the next stage of education. However, there are plenty of opportunities for children to experience a wide range of stimulating activities; for example when they sample French food, decide what would make an appropriate breakfast, design their own passport and learn some of the French language. Lessons are well-planned and matched to children's abilities. As a result children are fully involved in tasks and make very good progress in their learning. Many of them are already working at levels well above expectations.

5. Throughout the rest of the school planning is very good. Teachers know pupils well and make good day-to-day assessments of their progress. Consequently, in lessons like literacy and numeracy, activities are often set at different levels to cater for pupils of differing abilities. This ensures that lower attaining pupils do not lose confidence, higher attaining pupils are suitably challenged and pupils of all ability levels make very good progress. The management of pupils is very good. Teachers have high expectations of how pupils will behave and pupils have a clear understanding of these expectations. As a result, pupils behave very well in lessons and around the school. In assembly, for example, pupils identify hymns that they have practised in a small group and come out to perform using a variety of instruments. They only find out when assembly has started but they are confident, have a clear understanding of their role and move to the front of the hall quickly, collecting their instruments on the way. However, the main feature of the teaching is the sense of excitement and fun that is often present in lessons. Mistakes are accepted as a product of learning

by both teachers and pupils and used positively to improve pupils' understanding. Teachers are prepared to take risks, for example, in designing science or design and technology activities that are more demanding than usual, and by doing so extend the boundaries of their own and their pupils' learning. Recording is appropriate to the task so that in some lessons, such as mathematics with the older pupils, there is little formal recording but a huge amount of investigation and actual learning. The pace of these lessons is very good. Questioning to encourage pupils to think hard and reflect on their work is excellent in many lessons. This was obvious in lessons from Year 1 to Year 6 and in subjects as diverse as religious education, literacy, mathematics and science. In religious education, for example, pupils explored their own emotions when they were treated unfairly. By relating their experiences through the story of Martin Luther King the teachers' skilful questioning led pupils to reflect on how they could handle difficult situations in everyday life, such as at playtimes.

6. As a result of the very good quality teaching standards in English and mathematics are well above average and pupils make very good progress in their learning. The high proportion of pupils attaining at the higher levels at the ages of seven and eleven is evidence of this. Inspection evidence shows that these high standards are being maintained for the present cohort of pupils.

Clear guidance given by the school leads to the positive attitudes and very good behaviour of pupils.

7. The daily assembly makes a very good contribution to establishing the positive ethos of the school. Pupils enter and leave in an orderly way. They make an active contribution to the assemblies by participating in activities, such as acting out parts of a story or describing what they have done in class. When the Year 6 pupils showed what they had made in class there was a real sense of wonder and enthusiasm for their achievement. Staff take the opportunity to promote the pupils' understanding of what it means to be a part of a community and encourage them to reflect on the theme of the assembly.

8. Clear opportunities are planned in lessons to promote pupils' social development. In science lessons, for example, pupils work in groups to set up and carry out their own investigations. They co-operate very well and are skilled at involving all members of the group in the work and discussion. They learn to appreciate the contributions of others and show a genuine appreciation of the work that their peers do. In music, opportunities are given for pupils to perform together on a regular basis and this teaches them to listen carefully and work with others to produce a finished performance.

9. When they are moving around the school pupils are quiet, orderly and polite. In conversation they display maturity beyond their years, responding well to questions and talking confidently about their work. This is due to the good opportunities given to them in class to reflect and discuss what they are doing. They are given good guidance by staff on how they should behave in class and around the school. There is a clear expectation that pupils will work hard. Pupils' good attitudes reflect the high expectations of staff and as a result they work hard, try their best and achieve well.

A rich and varied curriculum contributes well to the stimulating and challenging learning environment.

10. The school has worked hard, and successfully, to promote a rich and varied curriculum whilst dealing with the introduction of the numeracy and literacy strategies. Testimony to this is evident in the good, interactive displays that greet the visitor to the school. There is ample evidence that pupils use the important skills that they acquire in English, mathematics and science in a range of other subjects. Pupils' mathematical and science skills are utilised to good effect in their work in design and technology where pupils in Key Stage 2 make zoetropes and interactive electronic games. In subjects such as religious education they are provided with good opportunities to develop their speaking and reasoning skills, whilst in subjects like history good use is made of pupils' writing skills. However, it is in the way that other subjects are presented that the most impact is made. Opportunities are taken in music to bring large groups of pupils together to share their expertise and gain inspiration and approval from one another. Regular opportunities are taken to enliven pupils' learning experiences through visits to places of local and national

importance. Theatre groups visit the school so that pupils have the opportunity to experience dramatic activity at first hand. There are numerous examples of good quality art and history work on display and these reflect the pride that pupils and teachers take in the work of the school. Overriding all of this is the importance that is placed on providing pupils with a well rounded, exciting and challenging curriculum that engages their attention and makes coming to school a pleasure for the vast majority of them. It makes learning enjoyable for the benefit of all the pupils in the school.

WHAT COULD BE IMPROVED

More opportunities for structured play could be provided for pupils in the Foundation Stage.

11. A scrutiny of teachers' planning and discussions with staff shows that opportunities for vigorous activities such as running, climbing and jumping are restricted for children during the winter months. This means that some of the children's large motor skills are not developed systematically throughout the year. When the weather is inclement opportunities to use spaces such as the hall to make sure that provision is continuous are not always taken. There is also a shortage of some large items of equipment, such as tricycles. This area for development has been recognised by the school and is included in the present school improvement plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

12. In order to raise standards further the governing body, headteacher and staff should:

- Review timetabling arrangements to ensure that children in the Foundation Stage have regular and frequent opportunities to take part in physical activities, outside the classroom environment;
- Ensure that there is sufficient large equipment for children to experience a wide range of activities, as indicated in the Foundation Stage curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

12

Number of discussions with staff, governors, other adults and pupils

8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	6	0	0	0	0
Percentage	0	50	50	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Care should be taken when interpreting these percentages as each lesson represents more than eight percentage points.

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)	N/a	145
Number of full-time pupils known to be eligible for free school meals	N/a	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	0
Number of pupils on the school's special educational needs register	N/a	3

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

%

Unauthorised absence

%

School data	3.2
National comparative data	5.6

School data	0.4
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	7	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	11	11	12
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95 ([100])	95 ([100])	100 (100)
	National	84 ([83])	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	11	12	11
	Total	18	19	18
Percentage of pupils at NC level 2 or above	School	95 (100)	100 (100)]	95 (100)
	National	85 ([84])	89 (88)	89 ([88])

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	12	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	11
	Girls	10	10	10
	Total	21	20	21
Percentage of pupils at NC level 4 or above	School	95 ([100])	91 (96)	95 ([92])
	National	75 ([75])	71 ([72])	87 ([85])

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	9	10	9
	Total	20	21	20
Percentage of pupils at NC level 4 or above	School	91 ([100])	95 ([96])	91 ([92])
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	145
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR– Y6

Total number of education support staff	4
Total aggregate hours worked per week	49

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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.

Financial information

Financial year	2000/2001
	£
Total income	284108
Total expenditure	265872
Expenditure per pupil	1822
Balance brought forward from previous year	17233
Balance carried forward to next year	35469

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	145
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	1	0	0
My child is making good progress in school.	85	12	3	0	0
Behaviour in the school is good.	78	22	0	0	0
My child gets the right amount of work to do at home.	51	40	9	0	0
The teaching is good.	83	15	0	2	0
I am kept well informed about how my child is getting on.	55	37	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	69	22	7	1	0
The school expects my child to work hard and achieve his or her best.	93	7	0	0	0
The school works closely with parents.	51	34	10	4	0
The school is well led and managed.	74	18	5	2	2
The school is helping my child become mature and responsible.	72	22	3	0	3
The school provides an interesting range of activities outside lessons.	35	36	15	6	8

