

# INSPECTION REPORT

## **PARK ROAD PRIMARY SCHOOL**

Altrincham

LEA area: Trafford

Unique reference number: 106287

Headteacher: Mr N K Carr

Reporting inspector: Mrs Joan Boden  
12301

Dates of inspection: 8<sup>th</sup> – 9<sup>th</sup> May 2000

Inspection number: 193927

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary with nursery
School category:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Frieston Road Timperley Altrincham Cheshire
Postcode:	WA14 5AP
Telephone number:	0161 973 7050
Fax number:	0161 976 5595
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Marshall
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mrs J Overend	Lay inspector
Mr J Wilkinson	Team inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average primary school situated in a pleasant residential area. There are 305 pupils on roll, including the 37 in the nursery that is shared with other schools. Children are admitted to the nursery in the September following their third birthday and transfer to the reception class the following September. Sixteen of the children in the nursery this year attend on a full time basis. At the time of the inspection, there were 44 children under five. Ninety-five per cent of the pupils are of white ethnic origin. Two pupils speak English as an additional language. This is below average. Approximately five per cent of the pupils are entitled to free school meals. This is also below average. The proportion of pupils with special educational needs is well below average. When the children start in the nursery their attainment levels are marginally above average in language and mathematical understanding.

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

This is a very effective school that provides a very good quality of education for all its pupils. The welfare of the children is at the heart of everything that the school does. The dynamic leadership by the headteacher inspires excellent teamwork that leads to very good teaching with a consequent driving up of standards. The headteacher and teachers have high expectations of what pupils can achieve academically and socially. They are constantly striving to improve teaching and learning through a very rich curriculum that challenges all the pupils to achieve their full potential. Children join the school with marginally above average levels of attainment. They make very good progress and achieve high standards by the end of Key Stage 2. The school gives very good value for money.

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

- The very good teaching leads to very high standards in English, mathematics and science by the age of eleven.
- The excellent leadership and management by the headteacher and key staff, combined with the keen involvement of the governors in strategic planning, makes this a very effective school.
- The school provides a rich curriculum that meets the learning needs of all its pupils and promotes their intellectual development very well.
- The school makes very good provision for pupils' personal development. Pupils are academically and socially confident and are prepared well for the next stage of their education.

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

- Although the National Numeracy Strategy has been implemented successfully, the school is aware of the need to continue implementing the procedures already in place to enhance the learning of higher attaining pupils in Key Stage 1.

*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 very good improvement since the last inspection in 1996. Although overall the 1999 end of Key Stage 1 National Curriculum assessments show a marked decline on the previous year, this is accounted for by the high proportion of pupils in the year group with special educational needs. The school has analysed the results and taken effective action to address the weaknesses. In Key Stage 2, the high standards have been maintained. Although the computer suite is new, there are encouraging signs of good improvement in information and communications technology as a result of the high priority that the subject receives.

All the areas for development identified in the last report have been tackled very well. Subject co-ordinators are carrying out effective monitoring of teaching and learning. The school development plan is a comprehensive working document that shows clearly the way forward for raising standards even further. There is a very good partnership between the nursery and the main school and the safety issues raised regarding the nursery have been remedied. The school is in a good position to maintain its high standards and to improve further.

## 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	A*	C	A	B
mathematics	A	A*	A*	A
science	B	A	A	A

  

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Over the three years from 1997, standards in English have fluctuated. There was a significant decline in 1998 from being in the top five per cent in the country to being average. This was because of the high proportion of pupils with special educational needs in that particular year group. Standards recovered in 1999, and although they were not at the previous very high level, they were well above the average nationally and above the average achieved by pupils in similar schools. Standards in mathematics and science have improved over the three years. In mathematics, pupils achieve standards in the top five per cent in the country and well above those achieved by pupils in similar schools. In science, they achieve standards well above both the national average and the average achieved by pupils in similar schools. The quality of writing achieved by most pupils is impressive. They use a very good range of vocabulary and writing styles. This is a result of the teachers' good knowledge and enthusiasm, and the careful planning to extend learning as the pupils move through the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to come to school. They work hard in lessons and take a pride in their work. Many pupils take part in extra-curricular activities.
Behaviour, in and out of classrooms	As a result of the very good relationships, behaviour in lessons and around the school is very good.
Personal development and relationships	Very good. The quality of relationships is a significant strength of the school. The pupils genuinely like one another and are very supportive. They accept responsibility willingly and carry out their duties conscientiously.
Attendance	Good. The rate of attendance is above the average found in most schools.

## TEACHING AND LEARNING

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

Standards have improved since the last inspection. All the teaching seen was at least satisfactory and in over two-thirds of the lessons it was good or better. The teachers have very secure subject knowledge and they use this well to frame effective questions that probe pupils' thinking and move them forward in their understanding. They plan their lessons well and make sure that every pupil makes the best use of the time available. Literacy and numeracy are both taught well. Learning is purposeful and productive because the teachers combine subjects imaginatively in their planning and provide a very good range of contexts for

pupils to practise their skills. Teaching could be even better if marking was more consistent. Sometimes marking is not always sufficiently helpful in showing pupils how their work may be improved.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good. The curriculum meets statutory requirements. The main emphasis is on literacy and numeracy, but the teachers have worked hard to establish meaningful cross-curricular links that add to the pupils' interest and enjoyment of learning. Information and communications technology is used well as a tool for learning. A good range of educational visits enriches the curriculum.
Provision for pupils with special educational needs	Good. Teachers match work accurately to their needs and there is effective monitoring of their progress through regular reviews. They make good progress as a result.
Provision for pupils with English as an additional language	Good. Although there are very few pupils who speak English as an additional language, they are well catered for and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The pupils know the difference between right and wrong. All the adults provide very good role models and this contributes very well to pupils' moral and social development. The school expects and encourages the pupils to use their initiative and take on responsibility.
How well the school cares for its pupils	Very good. The school has maintained its high standards. The pupils' welfare is at the centre of whatever the school does. The teachers know their pupils very well and use the information gained from assessments to set challenging but realistic targets for every pupil.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Excellent. This is the major strength of the school and the reason why it is so successful. The headteacher provides very strong leadership. He has involved the co-ordinators well in monitoring teaching and learning in their subjects. The headteacher and staff work as a very effective team, constantly seeking ways to make the school even better.
How well the governors fulfil their responsibilities	Very good. The governors are very active in the life of the school. They have a very clear idea of the strengths and the areas for development. The school always seeks to obtain the best value for the money it spends.
The school's evaluation of its performance	Excellent. There are rigorous systems for monitoring and evaluating the school's performance. The governors, headteacher and senior managers are not complacent; they are constantly seeking ways to raise attainment even further. Their consistently rigorous approach has been recognised by the award of 'Investors in People' for the past three years.
The strategic use of resources	Very good. The school uses finance, staff, time, accommodation and learning resources to very good effect.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school achieves high standards.</li> <li>• The school is well led and managed.</li> <li>• They feel that all the staff are approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• They would like more specific information about the progress their children have made and the standards they have achieved.</li> </ul>



<ul style="list-style-type: none"> <li>• The teaching is good. The school has high expectations for both work and behaviour.</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• They feel that there is a lack of consistency in the amount of homework children get.</li> <li>• Some parents were concerned that children are not allowed to run in the playground.</li> </ul>
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The inspectors support fully the positive views expressed. They found that the pupils' annual reports contain good quality information about what their children have achieved and what they need to do to improve. They found that homework is given according to the needs of the pupils. The playgrounds are very small for the numbers of pupils in the school. They are also uneven. The school's priority in not allowing running on the playground is the safety of the pupils. The headteacher has taken the sensible decision to restrict running to times when the weather permits the use of the field. However, this does not mean that pupils cannot engage in activities on the playgrounds, which have been marked out for various games. The school is aware that this is not entirely satisfactory and has already begun to earmark funds for an all-weather surface. Parents are pleased with the standards that the school achieves and are confident that their children will achieve their full potential.

## **PART B: COMMENTARY**

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

**The very good teaching leads to very high standards in English, mathematics and science by the age of eleven.**

1. The school has maintained high standards. Pupils join the school with a wide span of abilities, but overall, their language and mathematical skills are marginally above average. By the time they leave, their standards in English are well above the national average and above the average achieved by pupils in similar schools. Their standards in mathematics are in the top five per cent of schools nationally and well above the average achieved by pupils in similar schools. In science, they achieve standards well above both the national average and the average achieved by pupils in similar schools. These high standards are the result of very good teaching. The teachers have good subject knowledge that they use very effectively to tease out pupils' ideas and, through skilful questioning, move their learning forward. They assess the pupils' learning regularly and know what each individual pupil needs to do next in order to move forward. They use this knowledge effectively to plan further work. They have high expectations of what pupils can achieve and this inspires the pupils to work hard. The warm relationships and the mutual respect between teachers and pupils create a very good climate for learning where the pupils feel secure and are not afraid of making mistakes. The carefully planned lessons build well on the pupils' previous learning as they move through the school.
2. Pupils write with increasing confidence for a variety of purposes as they move through the school. They enjoy using language and learn, at a very early stage, how it can be used effectively to sustain interest. For example, pupils in Year 2 have a good understanding of alliteration and similes. In a lesson observed, most of them used their understanding of alliteration to produce quite complex tongue-twisters. By the age of eleven, their written and oral work is of a very high standard. The imagery and structure they use in written work is gripping to the reader. They use a good variety of styles and present their work neatly and punctuate it accurately.
3. In mathematics, they develop very good mental strategies as they move through the school. This is achieved by the careful teaching of the basic skills of numeracy right from their earliest days in school. Even in the nursery, good opportunities are planned to teach the basic skills of counting and to introduce the children to the way numbers are used in their daily lives and to mathematical shapes. Most of the children can count well and recognise numbers to thirty. They can distinguish between a square and a rectangle and describe a hexagon by the number of sides. By the time they leave the school, they use their very good mental strategies to solve complex problems quickly.
4. The very good quality of teaching is sustained because there is such a good team spirit and excellent leadership. All the teachers want what is best for the pupils and they are constantly seeking ways to improve their teaching in order to raise standards further. They welcome the input they receive from the co-ordinators who carry out regular monitoring of teaching and learning. Parents are pleased with the standards that the school achieves and are confident that their children will achieve their full potential regardless of their ability.

**The excellent leadership and management by the headteacher and key staff, combined with the keen involvement of the governors in strategic planning, makes this a very effective school.**

5. The headteacher provides very strong leadership. He has a very clear idea of where the school has come from, where it is now and where it needs to go. His management and very effective delegation are the basis of the school's success. The senior management team and all the teachers play a full part in taking the school forward. Key elements in the management are the constant striving for improvement and the very effective monitoring of teaching and learning. The senior management team and the co-ordinators carry out regular classroom observations and provide both written and verbal feedback to teachers. Targets are set, based on the identified areas for development. The teachers welcome the views of critical friends.
6. The governors play a full and active part in running the school. They also have a clear idea of its strengths and weaknesses. All the issues identified for improvement in the last report have been tackled successfully. The school development plan is very comprehensive working document with key priorities identified clearly and success criteria defined precisely. It also sets out detailed cost projections so the school knows exactly how much money it has in hand. A larger than normal carry forward has been set aside to provide further resources for information and communications technology, and for the laying of a hard all-weather play surface. This will address the problem of the limited space and poor surface on the playgrounds. Some parents are concerned that their children do not have enough opportunities to run around at playtimes and lunchtimes.
7. Self-improvement is central to everything that the school does. Although they have been successful in maintaining high standards, they are not complacent. In their quest for improvement, they have engaged the services of outside monitors. It is to their credit that they have, for the past three years, met the very stringent criteria and been declared 'Investors in People'.

**The school provides a rich curriculum that meets the learning needs of all its pupils and promotes their intellectual development very well.**

8. The curriculum is not only broad and balanced, but also relevant and enjoyable for the pupils. There is a firm commitment to the development of literacy and numeracy, but this doesn't mean that the other subjects are neglected. It simply means that they are used to provide meaningful contexts within which to teach the basic skills. The staff combine subjects imaginatively in order to develop pupils' skills, knowledge and understanding in an interesting and enjoyable range of contexts. They use information and communications technology as an effective tool for learning.
9. There is good evidence from the classroom displays of subjects being linked successfully. For example, a topic on light was not limited to science. It included good opportunities for extended writing, illustrated with 'unearthly landscapes bathed in light'. In other classes, the pupils had undertaken a detailed study of the River Bollin. Apart from developing geography knowledge and skills, this provided very good opportunities for science, literacy, numeracy and information and communications technology. The pupils completed a survey of the creatures found in different parts of the river and used computers effectively to present their finding in charts.
10. The curriculum is also enriched by special events and visits that enable the pupils to put their learning into context. A good example of this was seen in photographic evidence of a 'Greek Day'. The full participation of all the staff and the chair of governors brought their learning to life. It included making and tasting Greek foods, listening to Greek music and dressing in Greek costumes and performing Greek dances. The staff encourage the pupils to get to know the characters they study in history by dressing in their costumes and assuming their roles. This was the case when a class visited the museum as part of a study on the Victorians.
11. Whatever the main thrust of each topic, the school never loses sight of the vital skills of literacy and numeracy. This is the reason for the high standards. Learning is enhanced because the pupils not only learn the basic skills, but also how to use them in meaningful contexts. This adds to their enjoyment and eagerness to learn.

**The school makes very good provision for pupils' personal development. Pupils are academically and socially confident and are prepared well for the next stage of their education.**

12. The warm relationships between all members of the school community are a major strength of the school. The care that all the adults show to the pupils encourages them to work hard and treat one another with respect. The pupils are involved well in assessing their own learning and, with the guidance of the teachers, setting targets for improvement. They appreciate this and strive to reach the targets. In lessons, the pupils have many opportunities to express their own opinions. This develops their confidence and their ability to appreciate other people's points of view. This was illustrated well in a Year 6 literacy lesson, when the pupils put forward arguments for and against buying designer clothes produced through child labour in poorer parts of the world.
13. From their earliest days in school, the pupils are encouraged to take on responsibilities. Throughout the school, lessons proceed at a brisk pace because basic routines have been established, with pupils giving out and collecting in equipment almost unnoticed. Year 6 pupils are encouraged to become prefects. However, they are not given the responsibilities lightly. They are introduced to the selection procedures in life by applying for the jobs. Their applications are commitments to have high standards of work and behaviour themselves and to promote high standards among younger pupils. The prefects take their responsibilities seriously and carry out their duties conscientiously. Lunchtimes are pleasant social occasions because they are responsible for the well-being and behaviour of the younger pupils at their table. They do not see their roles as 'policing' but more as caring adults, making sure that the younger pupils enjoy their meals. Inspectors who joined them for lunch were impressed by the way the younger pupils accepted the authority of the older ones and waited for everybody at the table to finish before leaving. They were also impressed by the calm efficiency of the older pupils in clearing and cleaning the tables.
14. By taking on responsibilities, the pupils become very aware of how society functions. They use their initiative because they are constantly encouraged to think for themselves about what needs to be done. They know that their views are valued and have made the suggestion that they be represented on the Friends of Park Road Association. This could be seen as simply wanting to represent their own views for their own ends. This is not the case. Older pupils use their initiative to support charities. They do so independently of the staff. Recently, they have been involved in the 'Blue Peter' appeal and in organising a 'shoe box' collection for Romania. The pupils' confidence, and their mature and responsible attitudes will stand them in good stead as they continue their education.

## **WHAT COULD BE IMPROVED**

**Although the National Numeracy Strategy has been implemented successfully, the school is aware of the need to continue implementing the procedures already in place to enhance the learning of higher attaining pupils in Key Stage 1.**

15. The school became concerned about standards in Key Stage 1 when the overall attainment declined significantly in 1999. Although the proportion of pupils gaining the expected level 2 was close to the national average, not enough pupils gained the higher level 3. This meant that overall attainment was below the national average and well below the average achieved by pupils in similar schools. They took immediate action to remedy the situation by tracking pupils from when they enter the school and measuring their rates of progress. This has proved a very useful exercise and the school uses the information well to draw up individual educational plans at an early stage although they are not required to do so. They have a further check provided by the use of published tests. They receive from the agency projections of pupils' scores based on their past achievement. Again, they use this information well to target particular pupils.

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

- Continue the development of the tracking system for measuring pupils' progress in mathematics in Key Stage 1, in order to ensure that all pupils, particularly those capable of attaining higher standards, achieve their full potential.

(Paragraph 15)

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

23

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

5

### ***Summary of teaching observed during the inspection***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	65	30	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	268
Number of full-time pupils eligible for free school meals	1	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	29

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	2

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

### ***Attendance***

**Authorised absence**

	%
School data	4.8
National comparative data	5.4

**Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

***Attainment at the end of Key Stage 1***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	12	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	12	12	11
	Total	29	29	28
Percentage of pupils at NC level 2 or above	School	91 (100)	91 (92)	88 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	15
	Girls	12	12	12
	Total	28	29	27
Percentage of pupils at NC level 2 or above	School	88 (93)	91 (87)	84 (100)
	National	82 (82)	86 (85)	87 (86)

*Percentages in brackets refer to the year before the latest 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	18	22	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	18
	Girls	18	18	18
	Total	34	36	36
Percentage of pupils at NC level 4 or above	School	85 (76)	90 (91)	90 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	18
	Girls	20	20	20
	Total	36	38	38
Percentage of pupils at NC level 4 or above	School	90 (76)	95 (91)	95 (96)
	National	68 (65)	69 (65)	75 (71)

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	5
Pakistani	2
Bangladeshi	0
Chinese	0
White	223
Any other minority ethnic group	4

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	26.8
Average class size	30

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

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

#### **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

### ***Financial information***

Financial year	1999/2000
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	£
Total income	472,254
Total expenditure	466,523
Expenditure per pupil	1,435
Balance brought forward from previous year	27,293
Balance carried forward to next year	33,024



Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

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

#### **Questionnaire return rate**

Number of questionnaires sent out	294
Number of questionnaires returned	156

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56 (87)	40 (63)	3 (4)	1 (1)	1 (1)
My child is making good progress in school.	46 (71)	49 (77)	2 (3)	1 (1)	3 (4)
Behaviour in the school is good.	60 (93)	38 (60))	1 (1)	0 (0)	1 (2)
My child gets the right amount of work to do at home.	23 (36)	54 (84)	16 (25)	1 (1)	6 (10)
The teaching is good.	47 (73)	49 (77)	1 (1)	1 (1)	3 (4)
I am kept well informed about how my child is getting on.	26 (41)	56 (88)	12 (18)	4 (6)	2 (3)
I would feel comfortable about approaching the school with questions or a problem.	43 (67)	48 (75)	3 (5)	3 (5)	3 (4)
The school expects my child to work hard and achieve his or her best.	54 (84)	44 (68)	1 (2)	0 (0)	1 (2)
The school works closely with parents.	27 (42)	56 (88)	9 (14)	2 (3)	6 (9)
The school is well led and managed.	42 (66)	49 (77)	4 (7)	1 (2)	3 (4)
The school is helping my child become mature and responsible.	49 (76)	47 (74)	2 (3)	0 (0)	2 (3)
The school provides an interesting range of activities outside lessons.	29 (46)	43 (67)	13 (20)	2 (3)	13 (20)

#### **Other issues raised by parents**

Twenty-one written responses were received. The majority contained positive comments. However, some parents are concerned about the lack of consistency in homework. Some feel that they would like more feedback from teachers regarding homework, for example, a comment in the reading diary. One parent felt very strongly that children should always write down what they need to do for homework because verbal messages are not always clear and this causes distress to children.