

INSPECTION REPORT

WHISTON WORRYGOOSE JUNIOR AND INFANT SCHOOL

Whiston, Rotherham

LEA area: Rotherham

Unique reference number:106911

Headteacher: Mr John Henderson

Reporting inspector: Mrs Mary Speakman
21581

Dates of inspection: 23rd - 24th April, 2002

Inspection number: 195070

Short 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:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Hall Close Avenue Whiston Rotherham South Yorkshire
Postcode:	S60 4AG
Telephone number:	01709 541878
Fax number:	01709 532124
Appropriate authority:	The governing body
Name of chair of governors:	Mr Jim Booker
Date of previous inspection:	9 th - 12 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whiston Worrygoose Junior and Infant School is on the southern edge of Rotherham, South Yorkshire. Most pupils live in the local community. There are 196 pupils in the main school and 47 children attend the nursery unit on a part-time basis. Twenty-six per cent of pupils are identified as having an entitlement to free school meals. Twenty-two per cent of pupils have special educational needs; this proportion is broadly average for a primary school. One child in the nursery and seven pupils in the main school have statements of special educational need. The majority of pupils on the special educational needs register require additional help with the learning of basic skills and a few have emotional and behaviour or speech and communication difficulties. The school has some additional funding to support the learning needs of gifted and talented pupils. The great majority of pupils come from a white British heritage and the few pupils from other nationalities in the school are either Pakistani or Chinese. Nearly all pupils speak English as a first language. Four pupils speak English as an additional language, with one pupil being at the early stages of English language acquisition and in receipt of additional support. Children enter the nursery at the beginning of the term in which they are three and a half. Children enter the reception class either in September or January of the school year in which they are five. When children enter school, they have a broad range of capabilities. Overall, their attainment on entry to school is similar to that usually seen.

HOW GOOD THE SCHOOL IS

Whiston Worry Goose Junior and Infant School cares well for its pupils and provides a stimulating and positive climate for learning. This is a good school with significant strengths. Teaching is good overall and is particularly effective in the ¹Foundation Stage. Standards are above average in mathematics at the age of eleven and in English at the age of seven. The pupils achieve standards that are average overall. The leadership and management of the school are very effective. The school provides good value for money.

What the school does well

- The curriculum is very well designed, with very effective links between subjects: literacy skills are developed well in many different lessons.
- The good quality provision in the Foundation Stage enables children to make a positive start to their education.
- The headteacher gives very effective leadership and has enabled the school to sustain a fast pace of improvement in recent years.
- The school's good provision for personal development and the stimulating learning environment are instrumental in promoting pupils' very positive attitudes to school and their good behaviour.

What could be improved

- Pupils are not set individual targets for achievement in mathematics that would help them understand what they have to do to improve further.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.

¹ The Foundation Stage applies to children from the age of three to the end of the reception year.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a very good level of improvement since its last inspection in June 1997. There has been a considerable improvement in the quality of the curriculum and its management and the provision and standards of religious education. There is now a regular programme of monitoring of teaching and learning for all subjects. All these improvements have been instrumental in improving the quality of curriculum provision and in raising standards.

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	C	B	C	A
Mathematics	E	A	B	A
Science	D	A	C	B

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

very low E*

Standards in the national tests taken at the age of eleven in 2001 were, overall, in line with the standards seen nationally with those in mathematics being above the national average. In comparison with similar schools pupils attained well above the expected standards. Pupils exceeded the targets they were set in English and mathematics. Current Year 6 pupils attain similar standards in English and mathematics. This represents satisfactory progress through the junior department in mathematics and writing and good progress in reading. Higher standards than this are seen in the current Year 5 and the school has set higher targets for attainment in the national tests for that year group that realistically reflect their capabilities. Results of tests taken at the age of seven in 2001 were above national averages in reading, and in line with national averages in writing and mathematics. Current Year 2 pupils attain similar standards in reading, with standards in writing and mathematics being above the national average. Standards seen in art throughout the school are above those usually seen. Pupils with special educational needs make good progress and achieve well. Children in reception and nursery make a positive start to their school life and achieve well. They are on course to meet the required standards by the end of the reception year. There is no significant difference between the performance of boys and girls in national tests at the age of eleven, although boys are doing better than is usual in tests at the age of seven. Pupils who belong to minority ethnic groups or who speak English as an additional language make similar progress to their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have considerable enthusiasm for school. The great majority of pupils are very keen to learn and respond well to

	the challenges they are set.
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Behaviour, in and out of classrooms	Behaviour in and out of the classroom is good. Pupils understand the school's expectations of behaviour and fulfil them.
Personal development and relationships	Good. Pupils of all ages are given opportunities to demonstrate initiative and they develop a strong sense of responsibility to the school community. Relationships within the school are most positive.
Attendance	Attendance is good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Overall, the teaching and learning ranges from satisfactory to very good. They are particularly effective in Year 5 and for children in nursery and reception. No unsatisfactory teaching was seen during the inspection. Teacher plan lessons carefully and ensure that their pupils know what they are expected to achieve. Lessons are usually stimulating and conducted at a brisk pace with teachers maintaining a good working atmosphere throughout lessons. The effective teaching results in pupils working hard and with considerable concentration. Thus they learn new skills and knowledge at a good rate. Where teaching is less effective pupils do not make the speedy rate of progress that is usual because a good pace of teaching is not maintained throughout the lesson. English and literacy are taught well. Literacy is very well used in many subjects and much emphasis is put on the teaching and use of writing. This is having a positive impact on standards in writing. Mathematics and numeracy are taught satisfactorily and although links are made with other subjects, this is not as evident as it is for literacy. In mathematics, teachers do not set pupils individual targets and this means that pupils are not always sure of what they need to do to improve further. Pupils with special educational needs are well supported and make good progress. More able pupils are challenged well in class lessons and by additional activities. The support provided for pupils in the early stages of learning English is used well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The very good curriculum has been carefully devised and is well balanced. Very good links are made between all subjects and literacy skills are reinforced most effectively through many subjects. There is a good range of extra-curricular activities.

Provision for pupils with special educational needs	Good. There is the earliest possible identification of special needs and provision is reviewed regularly. Pupils are well supported. The co-ordinator manages provision well although she does not have any opportunities to monitor provision across the school.
Provision for pupils with English as an additional language	There is good support for the very small number of pupils who need it. The majority have similar skills in English to their classmates and make the same amount of progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for cultural development is very good. Provision for spiritual, moral and social development is good. This provision makes a positive impact on pupils' attitudes and values.
How well the school cares for its pupils	The school takes good care of its pupils. There are comprehensive procedures for child protection and pupils' personal and educational support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, ably supported by the senior staff, provides very good leadership. The school is managed very well. There is clear educational direction. Subject co-ordinators have a clear view of their role and provide a high degree of support for their colleagues.
How well the governors fulfil their responsibilities	Satisfactory. The governors are developing their monitoring role and playing an increasingly active part in the life of the school.
The school's evaluation of its performance	Very good. The management has a clear understanding of the school's strengths and weaknesses and plans carefully to improve further. A rapid pace of improvement is evident.
The strategic use of resources	Very good. Resources, including specific grants, are used very well to support the school's priorities for improvement. The visual environment throughout the school is of a very high quality, celebrates the pupils' achievements and promotes high standards most effectively.

The school has very good procedures for comparing its performance with that of others and to get best value from its resources and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school has high expectations of their children.• Teaching is good and children make good progress.• Their children like school.• Behaviour is good.• They feel comfortable approaching the school with questions or problems.	<ul style="list-style-type: none">• A few parents think they are not kept well informed about their children's progress.

Fifteen parents attended the meeting with inspectors and 67 returned questionnaires. Parents hold the school in high regard. The inspectors agree with the parents' positive comments. The inspectors do not agree with the comments on the insufficiency of information about children's progress. The inspection showed that the arrangements for reporting to parents are similar to those in other schools and that parents have good access to the headteacher and staff throughout the school year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The curriculum is very well designed, with very effective links between subjects: literacy skills are developed well in many different lessons.

1 The school provides a very rich curriculum which is delivered in a consistent style throughout the school. There are very imaginative and interesting links made between subjects and the development of pupils' literacy skills is a major consideration when these links are made. This system promotes pupils' literacy skills and their skills and understanding across the whole curriculum very well.

2 This provision represents very good improvement since the last inspection when, although the curriculum was considered to be satisfactory, there were inconsistencies in the way it was planned. There was a lack of detailed schemes of work which would have enabled uniformity of provision and continuity of pupils' learning. The school has worked very diligently since the last inspection and put into place detailed schemes of work and arrangements for the monitoring of the delivery of the curriculum and assessment of pupils' progress through it. Teachers make imaginative use of a wide range of resources to enliven their teaching. The teaching of literacy skills underpins much of the curriculum. Never an opportunity is lost to give pupils opportunities to write independently. In a literacy lesson, when pupils were learning about persuasive styles of writing, links were made with the pupils' current history topic. This was a study of aspects of the Second World War. In the lesson the teacher used as the starting point the need for the authorities at that time to persuade parents to allow their children to be evacuated from cities to the countryside. The class was steeped in the issues surrounding evacuation through their work in history. This understanding enhanced the quality of their writing, their appreciation of the need to use persuasive language and the importance of its function. The outcomes from the lesson were a good number of well argued pieces of writing. At the same time the class were studying children's literature that is set in the Second World War, looking at posters of the period and illustrating their writing in history with careful watercolour studies. This close attention to drawing the threads from each subject together to make a coherent whole is seen in every year group and provides an interesting and balanced curriculum that is being instrumental in raising standards.

3 When designing the curriculum, close attention has been given to providing opportunities to promote pupils' cultural development and provision is very good. A wide range of starting points are used for pupils' art work, amongst these the study of notable artists such as Picasso. Pupils have opportunities to receive individual and small group tuition on a variety of stringed instruments including the viola, cello and guitar. Additional groups for recorders that take place after school are well supported by the pupils. The curriculum brings an awareness of many cultural traditions in art, music, literature and religion. A regular programme of visits to places of cultural interest in the region does much to further promote pupils' cultural awareness and enhances their studies. For example, visits to Eden Camp and Roche Abbey in connection with work in history. In connection with their studies in religious education pupils make visits to local places of worship to deepen their understanding of how different faiths worship. Visitors to the school enhance very effectively pupils' studies in many subjects. For example, a visitor from Kenya spent a day with Year 4 pupils talking about life in Kenya and sharing its art and dance. This did much to enliven the teaching of this aspect of geography and also made good contributions to widening pupils' understanding in art, design and technology and music.

The good quality provision in the Foundation Stage enables children to make a positive start to their education.

4 The organisation and provision for children in nursery and reception is of good quality, and enables children to make a positive start to their education. The teacher based in reception is the Early Years co-ordinator and the nursery is managed on a day-to-day basis by well-qualified and effective support staff. Staff in both reception and nursery work closely together to plan a curriculum that implements the requirements of the Foundation Stage curriculum well and ensures that provision in reception builds effectively on the experiences children have had in nursery.

5 The quality of teaching in the Foundation Stage is good with instances of very good teaching being observed in nursery. In nursery, the layout and inviting nature of all the activities encourages children's independence and enables them to choose where they will work and play with confidence. All children are encouraged to make decisions for themselves. Staff monitor the children's choices very carefully and intervene or interact with children to help them to gain the maximum benefit from the activities they decide to undertake. For example, one of the staff noticed that four boys using the water activity were splashing around rather aimlessly and not making much use of the range of model fishes that had been provided (mostly sharks, dolphins and whales). She unobtrusively joined in the activity and gently started to ask the boys questions about the fishes, their size, what they might be doing and so on. The ideas and imagination of these children were stimulated and an interesting story about the various fish evolved and was acted out, as well as a discussion about the principal characteristics of sharks.

6 Activities in both nursery and reception are designed to ensure that all areas of learning are covered. A cooking activity in nursery required the children to use scales, spoon out the flour, sugar and other ingredients themselves and talk about quantities, the texture of the ingredients and what changes would take place when their biscuits were put in the oven. The more reticent were encouraged to share their ideas and the more ebullient and confident children learnt to take turns and give others a chance to say what they thought.

7 This positive start is built on well in the well-resourced reception class. Activities are carefully planned to take account of children's various capabilities and to motivate them to want to learn further. Independence and confidence continue to be well promoted. In a reading session observed in reception, children had different stories to read according to their ability. There were a variety of activities available that promoted an interest in books. For example, children listened to the story of Elmer using earphones and tape. In discussion afterwards they remembered the story well. When the teacher shared a storybook with the children, she emphasised the importance of using the pictures to find out what the story was about and used the opportunity to reinforce new vocabulary about animals that the children had learnt during their visit to Twycross Zoo. The children listened with good concentration and later in the week some showed their paintings of giraffes during whole school assembly. The use of colour and the detail of their paintings reinforced how carefully they had listened and observed during the story session and how successfully this experience had been used to inform their creative activities.

8 There is effective provision in both the nursery and reception classes, underpinned by good arrangements for children's induction when they start school, careful planning of both staff-led and children's independent activities and on-going assessment of children's progress. These features all contribute to the good start that children have across a wide and enriching curriculum.

The headteacher gives very effective leadership and has enabled the school to sustain a fast pace of improvement in recent years.

9 The headteacher gives very strong and energetic leadership and manages the school most effectively. He works in close and productive partnership with the deputy headteacher, staff and governing body. The school is committed to providing a broad and stimulating curriculum within a caring environment that enables all pupils to reach their full potential. This is being realised in all aspects of school life. Since his appointment he has worked very successfully to promote staff confidence, raise expectations of what children may achieve, and initiated and maintained systems and routines that give a secure framework to the daily life of the school. There is a strong sense in the school of all members of the school community working in harmony towards a common purpose. This has resulted in the fast rate of improvement in national tests and in the establishment of a rich curriculum throughout the school.

10 The key issues from the last inspection have been dealt with very effectively, so much so that what was considered to be a major weakness, that is the management and content of the curriculum, is now a major strength. There is a considerable emphasis placed on systematic evaluation of the success of the school's performance. The critique in the school development plan of how far the school has achieved its earlier objectives for improvement is very honest and detailed. The whole tenor of the improvement plan is of a school that recognises its successes and has the confidence and insight to face realistically what the weaknesses are and to rectify them, as well as building further on its successes.

11 The headteacher and chair of governors are working effectively to further involve the whole governing body in the life of the school. The headteacher ensures that they are all kept fully informed about matters related to standards, curriculum development and finance. The governing body is well informed about financial matters, monitors and tracks expenditure carefully and evaluates the success of spending decisions. A governors' curriculum committee has been recently established. The matching of individual governors with subject co-ordinators to enable them to share more closely in the school development process, although in its infancy, is already showing a measure of success in that governors have an increasing awareness of what is involved in the delivery of National Curriculum subjects.

The school's good provision for personal development and the stimulating learning environment are instrumental in promoting pupils' very positive attitudes to school and their good behaviour.

12 There is a positive whole school ethos that demonstrates a commitment to the inclusion of all pupils and to the achievement of high standards within a supportive and stimulating environment. The school provides a caring atmosphere in which pupils and staff are valued and work hard. The good quality of the provision for pupils' social and moral development makes a considerable contribution towards promoting pupils' very positive attitudes to their learning, and underpins the high standard of behaviour and relationship.

13 Attention to pupils' personal development starts from the earliest age. Rules are simple and clear. They are displayed in all classrooms and discussed with the pupils. They are understood and well supported by the pupils. In social settings, such as lunchtime, pupils relate very positively to each other and to adults. Small games apparatus are shared amicably. Pupils clear up at the end of lunchtime and ensure that the equipment is put away safely. Lessons are enjoyable. There are good relationships between teachers and pupils and many interesting activities. For example, when studying the Vikings in Year 4 the class had a visit from a modern day 'Viking' dressed in full battle gear and accompanied by two

supporting 'warriors'. Further work gave pupils the opportunity to discuss historical evidence and arrive at their own conclusion about the Viking civilisation from what they had seen and heard.

14 Pupils of all ages are given opportunities to show initiative and to play a part in the life of the school. For example, the youngest children in nursery and reception take messages from one class to another and from the start are expected to play a full part in keeping the classroom tidy. The oldest pupils are required to apply in writing for posts as 'helpers' and undertake a wide range of duties such as overseeing the use of lunchtime equipment or undertaking 'helper' duties in the nursery during the lunch hour. The school has a suggestion box in the entrance area where pupils can post any suggestions they might have for the improvement of school organisation.

15 Although the accommodation the school provides is average in size for a primary school, the school sustains a very high quality visual environment which does much to promote a sense of pride in the school and to celebrate the success of pupils of all ages. Throughout the school, in every available space, examples of work from many aspects of the curriculum are displayed. The quality of artwork displayed both in classrooms and around the school is of a high standard. Pupils have opportunities to work across a wide range of media including charcoal, pastels, paint textiles and clay. They have been taught successfully how to manipulate their chosen media to achieve good quality work. Observational drawing is of a high standard and pupils have had opportunities to sketch and paint landscape, for example when on residential visits to places such as Whitby. Also very evident is a wealth of pupils' written work which is well presented, neatly and legibly written and interestingly supporting other work such as artwork, diagrams or maps. All the work is very carefully and attractively displayed and is shared and celebrated in the regular whole-school celebration assemblies. The high quality presentation of pupils' work, the overall rich visual environment of the school and the care with which the school building is maintained and kept clean, ensure that pupils are always aware that their achievements are celebrated and that they are working in an enriching environment.

16 In conversation with an inspector, older children were very forthright in their support of the school commenting "everything in this school is very good!" They demonstrated considerable pride in their teachers and the provision within the school.

WHAT COULD BE IMPROVED

Pupils are not set individual targets for achievement in mathematics that would help them understand what they had to do to improve further.

17 The school gathers a wealth of information about pupils' attainments in tests and lessons in mathematics. This enables teachers to estimate what National Curriculum levels pupils may attain at the end of each school year and helps in the process of setting overall targets for achievement at the end of Key Stages 1 and 2. However, this information is not translated into individualised targets for pupils that would help them understand how well they are succeeding and what they needed to do to improve further. This also has an impact on teachers' marking of pupils' work as, although marking identifies where errors have been made and what has been done correctly, there are no targets to which teachers can refer pupils or that pupils can focus on in order to raise their attainment further.

18 The current Year 6 group is attaining standards that are above average in relation to the national picture in mathematics. This represents satisfactory progress through Key Stage 2.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19 To increase the pace of progress in numeracy further teachers should:

- Ensure that all pupils have individual targets in numeracy to achieve;
- Make use of these targets when planning, teaching and assessing pupils' work to enable pupils to understand how they are progressing and what they need to do to improve further.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
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
Number	0	4	8	5	0	0	0
Percentage	0	24	47	29	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. Care should be taken when interpreting these percentages as each lesson represents more than five 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)	19	196
Number of full-time pupils known to be eligible for free school meals	n.a.	51

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	7
Number of pupils on the school's special educational needs register	1	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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	17

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	0.4

National comparative data	5.6
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National comparative data	0.5
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	13	19	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	15	15	15
	Total	27	27	28
Percentage of pupils at NC level 2 or above	School	84 (72)	84 (76)	88 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	15	15	15
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	84 (84)	88 (76)	88 (92)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	17	9	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	8	8	8
	Total	22	22	24
Percentage of pupils	School	85 (100)	85 (96)	92 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	16
	Girls	8	8	8
	Total	22	22	24
Percentage of pupils at NC level 4 or above	School	85 (100)	85 (96)	92 (100)
	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	10
Bangladeshi	0
Chinese	0
White	186
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	1	1
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)	8
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	149

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	37
Total number of education support staff	3
Total aggregate hours worked per week	70
Number of pupils per FTE adult	12:3

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	447725
Total expenditure	441054
Expenditure per pupil	2061
Balance brought forward from previous year	3456
Balance carried forward to next year	10127

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	67
Percentage of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	38	2	0	2
My child is making good progress in school.	51	45	3	0	1
Behaviour in the school is good.	40	52	3	0	4
My child gets the right amount of work to do at home.	38	52	8	0	2
The teaching is good.	58	40	0	0	1
I am kept well informed about how my child is getting on.	52	33	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	36	4	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	41	48	11	0	0
The school is well led and managed.	51	42	2	3	3
The school is helping my child become mature and responsible.	48	45	3	0	3
The school provides an interesting range of activities outside lessons.	42	47	3	0	7