

INSPECTION REPORT

**OUR LADY AND ST KENELM RC PRIMARY
SCHOOL**

Halesowen

LEA area: Dudley

Unique reference number: 103850

Headteacher: Mr Peter Hatton

Reporting inspector: David Figures
10269

Dates of inspection: 4th – 5th February 2002

Inspection number: 198186

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Bundle Hill
Halesowen

Postcode: B63 4AR

Telephone number: 01384 816880

Fax number: 01384 816881

Appropriate authority: The Governing Body

Name of chair of governors: Fr Bruce Dutson

Date of previous inspection: 20th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
10269	David Figures	Registered inspector
14324	Michael Hudson	Lay inspector
16173	Linda Murphy	Team inspector

The inspection contractor was:

Penta International,
Upperton House
The Avenue
EASTBOURNE,
BN21 3YB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	15
PART C: SCHOOL DATA AND INDICATORS	16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary aided primary school of average size, catering for 210 boys and girls between four and eleven years of age. It serves mostly the children of Roman Catholic families from the parish of Our Lady and St Kenelm, Halesowen in the West Midlands and neighbouring parishes, with a few pupils coming from further afield. Almost all pupils are white. English is an additional language for a very small proportion of pupils, who are all beyond the early stages of language acquisition. Twenty-five per cent of pupils have special educational needs, mostly relating to moderate learning difficulty. This is about average; there are no statements of special educational need. The attainment of children on entry is about average. The school, which occupies premises built in 1965 and extended twice since then, has been awarded Beacon status, and participates in local and national school improvement initiatives.

HOW GOOD THE SCHOOL IS

The school is very effective. Standards are very high, particularly in English, mathematics and science. The quality of teaching is very good and the leadership and management are excellent. This is achieved with expenditure per child which, while slightly more than average, is in line with that of schools in similar circumstances, and in light of the very high outcomes, the school gives very good value for money.

What the school does well

- Standards are very high as a result of very good teaching and a very well organised curriculum.
- Mature and confident pupils have excellent attitudes to school because they are supported by excellent provision for their personal, spiritual, moral, social and cultural development.
- The excellent leadership and management of the headteacher and senior staff are well complemented by the very effective governing body.
- Parents regard the school very highly and have great confidence in it.

What could be improved

- There are no issues for the school to address.

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 the last inspection in October 1997 through effective team-work and a focus on how children learn. Standards in English and mathematics, then above average, are now well above average. Science and information and communication technology standards, then average, are now well above average. The curriculum, judged to have shortcomings by the last inspection, is now very good and the quality of teaching and learning, also improved, is very good. The school is very well placed to maintain this high quality provision and even to secure further improvement.

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

The National Curriculum test results for eleven-year-olds in 2001 continue a trend, driven by stringent targets, which has shown steady improvement over the last four years. They accord with the standards of work seen during the inspection: standards achieved by both seven-year-olds and eleven-year-olds are very high. All pupils, including those with special educational needs, and those with English as an additional language are achieving very well. Standards in reading, writing and mathematics for seven-year-olds are well above average. In science, the teachers' assessment is that they are above average, rather than well above. This is because although the proportion of pupils attaining at the level expected for seven-year-olds is high, the proportion attaining above it is average. Standards at the end of Year 6 are well above average in English, mathematics and science to the extent that test results at the end of Year 6 are consistently in the top five per cent nationally.

Standards in information and communication technology and art and design are well above average at the end of both Year 2 and Year 6. In music they are above average. In physical education standards are above average at the end of Year 6. (No physical education lessons were observed in Year 2) In design and technology, geography and history standards are nearer those expected respectively of seven- and eleven-year-olds.

Pupils' standards when they leave Reception and start Year 1 are above average in personal, social and emotional development, in communication, language and literacy and in mathematical development; their achievement is good. There was insufficient evidence to judge the standards of their knowledge and understanding of the world, creative development or physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils' eager responses to the challenges presented to them and their pride in their efforts substantially enhance their learning
Behaviour, in and out of classrooms	Very good. Pupils respond willingly to what is expected of them.
Personal development and relationships	Very good. Pupils are self-assured, caring and considerate. Relationships are very harmonious between pupils; they are trusting and respectful between pupils and staff.
Attendance	Good. Punctuality is very good: no teaching time is lost and this helps to ensure that pupils make good progress.

TEACHING AND LEARNING

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

Very good teaching ensures that pupils achieve very well. The teaching of English, including literacy, is very good overall, being good in Years 1 and 2 and very good in Years 3 to 6. Mathematics, including numeracy, is very well taught in all years. All pupils benefit from the good teaching, including those with special educational needs, the higher attainers and those with English as an additional language. While all aspects of teaching are at least good, especially powerful contributions are made by the teachers' very good knowledge of their subject matter, their planning of lessons and the ways in which they manage the pupils' learning, attitudes and behaviour. Very occasionally, opportunities are missed to encourage pupils' independence and the deployment of non-teaching assistants is at times less effective than it should be. Pupils respond very well in every way, are attentive and industrious, and so acquire skills, knowledge and understanding at a very good rate, developing very well as rounded individuals.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum goes beyond the statutory requirement and provides an effective range of extra opportunities through well-attended clubs and very well planned visits. Planning of very good quality underpins the enriched curriculum. The Reception curriculum is limited by insufficient outdoor facilities.
Provision for pupils with special educational needs	Very good provision for individuals contributes effectively to their progress.
Provision for pupils with English as an additional language	Very good. Appropriate support ensures very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The spirituality and faith promoted through worship and the everyday life of the school is a strong factor in the pupils' success. Pupils flourish and grow in stature because the procedures for promoting their moral and social development are so very well embedded in the school's life they appear natural. The breadth of the curriculum promotes pupils' cultural development very well.
How well the school cares for its pupils	Very well. Child protection procedures are excellent. Members of staff know pupils very well and give pastoral care a high priority. The assessment of pupils' attainment in English, mathematics and science is very well organised and effective; arrangements for assessing pupils' standards and progress in other subjects are less developed and are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has an unshakeable vision for the school and his strengths are well complemented by the contributions of other senior members of staff.
How well the governors fulfil their responsibilities	Very good. The Governors bring many valuable attributes to the service of the school.
The school's evaluation of its performance	Very good. The school's careful monitoring has contributed to the very good improvement since the last inspection.
The strategic use of resources	Very good. Spending decisions follow the priorities identified in the well constructed school improvement plan. Expenditure proposals are carefully considered to ensure the best available value is obtained for the school. Resources associated with the school's Beacon status are well used to support teaching and learning.

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 progress pupils make and the standards they achieve as a result of the school's high expectations.• Confident pupils with very positive attitudes and excellent behaviour.• The quality of the teaching.• The quality of leadership and management.	<ul style="list-style-type: none">• The consensus of parents' comments was supportive with no significant areas causing concern.

The inspectors warmly endorse these positive views of the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very high, especially in English, mathematics and science, as a result of very good teaching and a very well organised curriculum.

1. Eleven-year-old pupils at Our Lady and St Kenelm have a distinguished record in the annual National Curriculum assessments. For at least the past four years, results in English, mathematics and science have been consistently well above average, and on most occasions during the period have been in the top five per cent nationally. Both boys and girls do better than boys and girls nationally. In almost every case, they are a year ahead of the average expected for their age. This means that, whether the pupils are compared with pupils in other schools generally or those in schools where a similar proportion of pupils are eligible for free school meals, the comparison is very favourable.

2. Standards are also very high in information and communication technology and in art and design. The computer skills of Year 6 pupils are very well supported by high quality facilities and excellent teaching. They extend, for example, to retrieving and evaluating relevant information from the Internet, developing it through the use of word processing applications, and expertly manipulating both text and graphics to present their conclusions. The contribution of information and communication technology to other subjects is very strong. It is extensively used by pupils to present their work in English, to obtain information for history projects and ideas for art and design. Very high quality work from pupils of all abilities can be seen in a recent Year 6 design project under the guidance of a visiting artist, where an initial study, supported by research on the Internet, led to the successful completion of a design for a hat, after sketching, evaluating, and revising the work as it progressed.

3. Pupils achieve very well, building on the strengths established in Years 1 and 2, where seven-year-olds have been achieving consistently high results in reading, writing and mathematics since at least 1997. Boys and girls exceed the respective national performance in reading and writing and do so by a similar margin.

4. Pupils' very good achievement is the result of the very good quality of teaching they experience. In over half the lessons observed, the quality of the teaching was either very good or excellent; in a further third of all lessons, it was good and in the remainder, sound. There was no unsatisfactory teaching. Each year, learning builds well on earlier teaching and learning. The quality of teaching in the Reception class is good. It is good in Years 1 and 2 and very good in Years 3 to 6.

5. Strong contributions to pupils' achievement come from the teachers' good subject knowledge and the systematic and well-informed way in which they plan their lessons, building on what pupils already know, understand and can do. The relationship of warmth and trust that teachers build with pupils encourages and supports them so that they are willing to take risks and try new things. It makes it possible for teachers to manage pupils and their learning very well. Pupils enjoy the often lively and good-humoured teaching; they respond maturely by working hard and do not attempt to take advantage of it.

6. Many of the effective features of teaching were seen in an excellent English lesson with pupils aged nine and ten. In it boys and girls, working well together, were attentive, confident and eager to participate and share ideas with each other. They evaluated each other's work with care and understanding and explained their conclusions clearly, the more able adding commendable depth to their answers. This was because the structure provided

by the very good lesson planning and the excellent supportive relationship between teacher and pupils gave pupils the confidence to attempt more difficult work. The teacher's clear explanations and well-targeted questioning enabled pupils to understand the principles behind the task and by constantly challenging them to justify their answers, the teacher encouraged thinking in greater depth. The open discussion of how to evaluate work according to National Curriculum criteria ensured pupils knew what they were aiming for; by encouraging them to evaluate the text before them, the teacher also gave them a tool by which to judge their own work.

7. Some soundly taught lessons would have been more effective if they had been less teacher-directed and had more effectively encouraged pupils' independence; some lessons could have made better use of the skills of classroom support assistants.

8. The high quality teaching is supported by detailed guidance on the curriculum, lesson planning and teaching methods. The curriculum is very good and much improved since the last inspection. This is because of the successful adoption of the principles of the national literacy and numeracy strategies and the support the revised National Curriculum of 2000 gave to the review of the other subjects. Flexible planning of very good quality is in evidence at all points in the school and a strong cross-curricular role for literacy, numeracy and information and communication technology helps pupils make links between subjects. A good range of extra-curricular activities extends opportunities for many pupils, principally in the juniors. However, the absence of a suitable outside area and associated equipment for pupils in Reception limits the curriculum the school can offer to the children in this age-group, slowing progress in aspects such as physical development as well as reducing the opportunities for young children to learn through outdoor play.

Mature and confident pupils display excellent attitudes to school because they are supported by excellent provision for their personal, spiritual, moral social and cultural development.

9. Parents warmly praise this feature of the school. They appreciate the way the school promotes very positive attitudes and creates a community which embraces the whole school.

10. Pupils' excellent attitudes to school are seen particularly in Years 3 – 6. In lessons they respond eagerly and confidently to the work that is prepared for them and apply themselves industriously, collaborating well with others as the work demands. For instance, in a Year 3 English lesson, pupils were very attentive, and confident enough to ask questions about words and phrases they didn't understand. In Year 4 science, pupils worked very sensibly together to design an experiment. Inquisitive and stimulated by the challenge, they demonstrated a good deal of independence. Because there were no distracting requests for help, the teacher was free to concentrate on taking the pupils' thinking forward. In a Year 6 information and communication technology lesson, pupils responded maturely within an excellent trusting relationship and worked with great concentration to complete their assignments quickly and competently.

11. There is no systematic way of giving pupils increasing responsibility as they grow older, but although opportunities are sometimes missed with the younger pupils, others respond to the chance to contribute. In Year 5 for example, classroom tasks carried out briskly and efficiently help maintain the pace of the lesson. Pupils evaluate their own work, and under encouragement and with support from the teacher, accept for themselves the responsibility to identify what they have to do to improve. In another instance, two Year 5 pupils spent a wet dinner time under minimal supervision using the computers carefully and responsibly to type up previously composed poems for submission to a competition.

12. By the time pupils are in Year 6 they are poised, mature and articulate, capable of not only responding appropriately to adults but also of initiating and maintaining conversation with them. They contribute significantly to the smooth running of the school through many tasks for which they willingly take responsibility. This was seen working well in assembly where boys and girls working together efficiently managed the sound system and the overhead projector, thus enhancing the reverent atmosphere of the worship, while at the end of prayers another girl came quietly forward unbidden, and unobtrusively extinguished the candles.

13. The school's excellent arrangements to foster pupils' spiritual, moral, social and cultural development help the pupils flourish. Nowhere are they seen working better than in assembly where teachers make exceptional use of the occasion to enhance pupils' personal and spiritual development. Pupils and staff make the worship a special time in the school day not least by drawing the curtain and lighting candles set - with flowers - on a focal table. Pupils enter the hall silently and calmly await the start of worship. They participate actively: they sing with conviction, confidently recite the antiphonal psalm, and, having offered personal concerns to be incorporated into the prayers, pray reverently. Music plays an important part in creating a suitable atmosphere for worship. Classroom prayer at the end of sessions maintains the spiritual dimension of the school's life.

14. Many approaches to promoting pupils' moral and social development are embedded in the school's life and flow from its ethos as a religious foundation. Teachers work very well as a team, collectively and individually expecting the highest standards of behaviour from pupils. The rewards and sanctions policy is seen as fair and appropriate by pupils who particularly appreciate the commendation book which, kept in the entrance lobby, is open for all to see. Boys and girls are expected to work together in pairs or groups in lessons. In Year 5 physical education, for example, the leader of each group took careful responsibility for their team. In their English lesson, pupils in pairs worked very well together to reduce sentences to their basic content, and justify their choices. Pupils speak with enthusiasm of the visits out of school each year culminating in the Year 6 residential experience designed, among other things, to encourage their social development.

15. The very good provision for pupils' cultural development would be enhanced by more conscious planning to extend the pupils' experience of cultures other than their own. Music and art are strong in the school. All pupils learn to play the recorder. Well displayed pupils' art shares the walls with pictures and prints by established artists. The reading and writing of poetry is strongly encouraged, sometimes by visiting poets who discuss their work, and many pupils successfully enter their work into national competitions. Pupils recount with evident enjoyment their visits to the theatre in Birmingham which have introduced them to another aspect of the arts.

The excellent leadership and management by the headteacher and senior staff are well complemented by the very effective governing body.

16. The excellent quality of the leadership provided by the headteacher, very well supported by the deputy headteacher, leads to very effective team-work. It is dynamic and well focused, so that all concerned share a clear vision of the school's educational direction and a commitment to helping the pupils achieve very high standards. It creates an accepting, supportive and purposeful ethos, based on the values of the Foundation, which contributes significantly to the pupils' very positive experience of school and the very good progress they make. It has overseen the very good improvements since the last inspection and sustained or increased the standards the pupils have achieved.

17. The well-informed governing body brings much valuable experience to the school. It is very supportive and fulfils its statutory duties very well. Governors recognise the school's strengths and the direction it should take, and, working through an effective system of interlocking governors' committees, they are holding it increasingly to account. In this they are helped by the wise decision to link each governor to a particular area of school life so that the governing body as a whole is well informed about school matters.

18. The school evaluates the progress of pupils in English, mathematics and science very well indeed. Careful account is taken of all relevant data. Systems for monitoring assessment results at key points in the school, identifying trends and using the information, are very good. For example, assessment results are carefully analysed and the information thus obtained is used in planning the pupils' future programme and in setting group and individual targets. Provision for pupils with special educational needs is effectively led and managed. Because the school has wisely focused on assessment arrangements for English and mathematics, they are not yet sufficiently developed in all other subjects. This is the case, for example, in history where there is no systematic way for pupils' learning and achievements to be monitored against the desired standards, and the assessment system is not backed up, for example, by a scrutiny of pupils' work to give an overview of pupils' learning and development over time.

19. There is a very well-established, detailed and effective school development plan which sets out an achievable hierarchy of priorities for the current and the forthcoming school years. Governors carefully assess relative priorities and evaluate the effect of their expenditure decisions on the school, although they could do this more effectively if they identified more specific benefits for pupils – for example, an increase in numbers of pupils reaching particular learning targets. These arrangements enable the school to be systematic about planning and to match expenditure to educational need. Additional resources, such as those deriving from the school's Beacon status, are appropriately used and the best available value for money is obtained. Very good use is made of the resources available to the school; the computers are particularly well used to support work in different subjects.

20. The leadership and management of the school is very highly regarded by parents. 'The school is exceptionally well run by the headteacher and his team,' commented one parent, a view endorsed by more than 90 per cent of the parents replying to the questionnaire.

Parents regard the school very highly and have great confidence in it.

21. Parents are particularly appreciative of the progress their children make, of the high standards of behaviour, the quality of the teaching and the quality of the management and leadership. They also compliment the school on its very caring attitude towards the children and their families. This, they say, creates a warm and friendly environment in which the children flourish. 'No compliment is too high for the school and its teachers, who have a true vocation,' said one parent at the well-attended parents' meeting.

22. An exceptionally high proportion of completed parents' questionnaires was returned. Parents were emphatic in their support for all aspects of the school. In particular, there was no dissent from the statements that pupils make good progress and behave well; that teaching is good and the school has high expectations which help children become mature and responsible; and that the school is well managed and led.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. There are no major issues for the school to address, but in the context of its many strengths, the Governors may wish to consider including in the school improvement plan the points for further development identified in the report.

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	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	9	7	3	0	0	0
Percentage	17	39	30	13	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 four 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)		210
Number of full-time pupils known to be eligible for free school meals		16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		54

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	9
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	19	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	19	19	18
	Total	31	31	30
Percentage of pupils at NC level 2 or above	School	100(90)	100(90)	97(90)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	19	18	18
	Total	31	30	30
Percentage of pupils at NC level 2 or above	School	100(90)	97(90)	97(93)
	National	85(84)	89(88)	89(88)

993

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	14	17	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	17	17	17
	Total	30	31	31
Percentage of pupils at NC level 4 or above	School	97(97)	100(94)	100(91)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	16	15	17
	Total	27	27	30
Percentage of pupils at NC level 4 or above	School	87(91)	97(89)	97(97)
	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	1
Black – African heritage	3
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	173
Any other minority ethnic group	10

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)	10.6
Number of pupils per qualified teacher	19.8
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	96

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.

Financial information

Financial year	2000 - 2001
	£
Total income	443265
Total expenditure	434349
Expenditure per pupil	2002
Balance brought forward from previous year	29041
Balance carried forward to next year	37957

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	1.4
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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	70	30	0	0	0
Behaviour in the school is good.	75	25	0	0	0
My child gets the right amount of work to do at home.	58	37	3	0	1
The teaching is good.	84	16	0	0	0
I am kept well informed about how my child is getting on.	67	31	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	1	1	0
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	72	24	2	0	1
The school is well led and managed.	91	9	0	0	0
The school is helping my child become mature and responsible.	82	18	0	0	0
The school provides an interesting range of activities outside lessons.	69	28	1	0	1