

INSPECTION REPORT

ST JOHN'S CE (VC) PRIMARY SCHOOL

Southport

LEA area: Sefton

Unique reference number: 104894

Headteacher: Mr D Stubbs

Reporting inspector: Jean-Pierre Kirkland
4483

Dates of inspection: 8th – 9th July 2002

Inspection number: 198362

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Rufford Road Southport Merseyside
Postcode:	PR9 8JH
Telephone number:	01704 227441
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend P. Green
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's Church of England Primary school is a voluntary controlled school situated towards the north of Southport town centre. It is located in an area of housing for rent and owner occupied houses. The school has just over two hundred pupils on roll, making it smaller than average nationally. Ten per cent of its pupils are entitled to free school meals, a figure well below the national average. There are no pupils for whom English is an additional language. The school has above average numbers of pupils with learning and physical difficulties. The proportion of pupils who require additional outside support to help them learn is also above the national average. The school has identified a number of pupils who are talented or gifted. Significant numbers of pupils enter and leave the school other than at the normal times. Attainment on entry to the school is below average overall. In recent years, the school has won a number of awards including two for improved standards in national tests and another for personnel management.

HOW GOOD THE SCHOOL IS

This is a very effective school. Through outstanding leadership and management, supported by very good teaching and learning, pupils achieve very well and reach standards that are well above the national average by the end of Year 6. The curriculum is very rich and stimulating. These factors result in the school providing very good value for money.

What the school does well

- Pupils succeed very well reaching well above average standards in national tests in English, mathematics and science by the end of Year 6. All groups of pupils achieve very well throughout the school;
- Teaching is consistently very good with pupils being challenged to think at a high level;
- Pupils develop into mature, sensible and interesting individuals through the rich learning opportunities;
- It has developed a very effective partnership with parents which enhances pupils' learning;
- Outstanding levels of leadership and management guide the school from strength to strength.

What could be improved

- A more consistent approach to imaginative writing in all relevant subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the previous inspection in 1997 has been excellent. All the issues identified at the previous inspection have been dealt with fully. Standards have risen substantially in English, mathematics and science. In other subjects, standards are very much higher now than in 1997 including in information and communication technology (ICT) and physical education. There is now better achievement by all pupils throughout the school, much of this due to the school knowing its pupils extremely well, analysing their national test data intricately and taking effective action. The quality of learning opportunities has improved so that the curriculum is now very rich and broad, with significant enhancement through clubs and other opportunities for pupils to take responsibility. Leadership and management are significantly better, both being great strengths of the school in assuring high and sustained standards. The school has very good capacity to continue its drive for excellence.

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
	1999	2000	2001	2001
English	A	B	A	A
mathematics	A	B	A	A*
science	A	A	A	A

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

Standards were well above average in English, mathematics and science by the end of Year 6 in the 2001 national tests. Attainment in mathematics when compared to pupils from similar backgrounds is very high. Current standards for Year 6 pupils are equally high in science and mathematics. Standards are not as high in English. Although standards are above average in reading, and speaking and listening, overall standards of writing are never less than average. This is due to a greater proportion of pupils with literacy-based learning difficulties in that year group. Given their below average starting points in reception, all pupils achieve very well throughout the school. By the end of Year 2, inspectors found that pupils' standards are above average in mathematics and writing, and well above average in reading and science. Pupils' work in all classes reflects the very good standards recorded in the national tests. The achievement of higher attaining pupils, including the talented and gifted, and those with learning difficulties is very good. Inspectors found no appreciable variation in achievement between different classes or different groups of pupils. The very good start made in the reception class in terms of learning basic skills is built upon progressively as pupils mature. This results in consistently high standards throughout the school. The targets set by the school are appropriately challenging and likely to be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are highly motivated and take great pride in their school.
Behaviour, in and out of classrooms	Very good. Pupils conduct themselves in an exemplary manner throughout the school. There have been no exclusions for a number of years.
Personal development and relationships	Excellent. Pupils learn to be independent thinkers and learners as well as very good collaborative workers. They have come to believe in themselves and their school. Relationships are very good.
Attendance	Attendance is above the national average and pupils arrive punctually in the mornings

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 and 2	Years 3 to 6
Lessons seen overall	Very good	Very good	Very good

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

Teaching and learning are great strengths of the school. This is a significant improvement since the previous inspection.

Teaching is consistently very good throughout the school. Planning is of a very high standard for children in reception. The teacher ensures that all children have a wide range of interesting and stimulating activities, which lead to very good learning of basic skills in literacy and numeracy. Personal development is taught well and children soon acquire the skills of learning by themselves. Throughout the rest of the school, teaching and learning are very effective. Teachers make sure pupils learn to think. They ask them to explain their answers, especially in mathematics. This subject is very effectively taught, along with literacy. National test results echo the high standards of learning throughout the school. Reading, writing, mental arithmetic and work on number are given very high priority in lessons. ICT is also taught very well, with pupils learning essential skills from an early age, and becoming increasingly competent as they mature. Through the setting-up of special groups, teachers and assistants ensure gifted, talented and pupils with learning difficulties receive the detailed attention that they merit. Pupils are very well managed in classes so that no time is wasted, work is amended to suit the needs of all, and there is strict adherence to very good behaviour.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good curriculum fully meets statutory requirements. The curriculum is rich and varied and stimulates pupils' enthusiasms and interests. There is an excellent range of clubs and activities for all pupils.
Provision for pupils with special educational needs	Very good. Pupils with learning and physical difficulties, and gifted and talented pupils receive very effective support in their learning, and achieve very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes very good provision in all these areas. This results in mature, sensible pupils who show concern for the environment and who take pride in their school and in its work.
How well the school cares for its pupils	Very well. All issues of health and safety, as well as child protection, receive very good levels of attention and as a result, this is a safe and secure learning environment. Assessment is a strength of the school in raising standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstandingly good. The headteacher continues to lead the school in an excellent fashion, setting his aim high. He has excellent support from his staff who share his vision. Management of staff, resources and the pupils is of a very high standard leading to a very positive learning environment.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They have a good understanding of the school, including its strengths and areas for development.
The school's evaluation of its performance	Excellent. The school reviews its progress very thoroughly. All areas of school life are examined under the microscope and improvements sought. Through weighing up advantages and disadvantages, the school seeks to get the best possible value for money for the benefit of its pupils; it is very successful in achieving this aim.
The strategic use of resources	Very good. Pupils learn so well because the school uses all of its resources well. There are plenty of opportunities to excel in physical education in the hall and outdoor areas. The library is of a high standard and the new ICT suite is used very effectively and regularly throughout the week.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents expressed great support for all aspects of the work of the school, including the very good leadership and management. 	<ul style="list-style-type: none"> Parents expressed no major concerns with the work of the school

Inspectors agreed wholeheartedly with all the views expressed by parents at their meeting and from their responses on the questionnaires. Parents find this school to be a very good seat of learning for their pupils and inspectors are of the same opinion.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils succeed very well reaching well above average standards in national tests in English, mathematics and science by the end of Year 6. All groups of pupils achieve very well throughout the school.

1. This is a school of high standards. In the national tests in 2001, pupils reached well above average standards in English, mathematics and science. Inspectors confirm these high standards in all areas, with the exception of writing. However, pupils' standards of writing are never less than average. Work in mathematics shows that many pupils have progressed well beyond expected levels. The highest attaining pupils are able to work out equations mentally; they draw graphs and relate them to equations. They have little difficulty in working out the squared value of numbers and some are competent with cubed numbers. Currently a group of eight gifted and talented Year 6 pupils in mathematics are working at two levels above their normally expected levels, that is, they are tackling Year 8 work with enthusiasm and relative ease.

2. Pupils read very well. They are fluent when reading aloud and put good expression into the text. Pupils speak confidently and clearly and express themselves very well in the frequent opportunities provided for them in oral and debate-type sessions in lessons. In Year 3, for example, pupils spoke forcefully, clearly and with great authority on how they would administer first aid, including the adoption of the recovery position. In science, pupils in Year 6 have very good understanding of what is a fair scientific test. They understand very clearly how light and sound travel. In ICT, pupils have started to work with spread-sheets, they have very good knowledge and understanding of how computers work, and they understand the way in which presentations can be enhanced using computer-generated images. Skills reached in physical education throughout the school are above average. Many of these skills are extended through the very wide range of sporting activities provided by staff and other adults after lessons.

3. Children enter the school with levels that are below average. There is, however, a great spread of ability, ranging from above average to well below average. Conscious of this, the school has developed a wide range of teaching strategies that aim very successfully to maximise achievement for every pupil. In lessons, work is set at varying degrees of difficulty for different groups of pupils. This enables each to work at an appropriately challenging level. Teaching often takes place in small groups with specialist work being done to enhance learning effectively. Lower attaining pupils in Year 1 in English are given very good quality specialist help in learning how to communicate successfully by using simple words or phrases in a small group on their own. This works well, and enables these pupils to reach average standards in this area of their work.

Teaching is consistently very good with pupils being challenged to think at a high level.

4. The quality of teaching throughout the school is consistently very good and a significant improvement since the school was previously inspected. During the current inspection seventy-five per cent of lessons were judged to be at least very good, including six per cent judged as excellent. All the remaining lessons were good.

5. The impact of this consistently high quality teaching on pupils' learning is significant. Teachers make sure that the children work hard. Questions directed to them at the start of many lessons are challenging and difficult. This makes pupils think about their answers.

Pupils know full well that the teachers will not be satisfied with a superficial answer – they will need to supply an explanation of how they arrived at their answers. Questions are sensitively phrased so that different groups of pupils are given appropriately challenging issues to sort out or problems to solve. In an English lesson in Year 1, for example, the more gifted and talented pupils were not just asked to add 'ed' to the ends of words to change the tense; they were given words that needed spelling changes such as 'stop' becoming 'stopped'. Then they were expected to form a sentence using the words, with many composing sentences such as 'I stopped at the kerb' or 'I hugged my Mum'. Very good progress resulted for over a third of the class in this more demanding work. Pupils with learning difficulties meanwhile, were reinforcing their understanding of simple vocabulary, including words such as 'him', 'did', or 'the'. Having understood this clearly, these pupils were then able to compose sentences orally using the words, increasing their confidence in speaking, while learning how to use vocabulary effectively. Similarly interesting and carefully structured activities raised the levels of learning significantly in an English lesson in Year 2 as pupils learnt how to use speech marks in writing. In mathematics in the same year, the teacher used the stop-watch very effectively as an aid to estimating time, prior to other group-work activities which continued the learning effectively.

6. Teachers provide a wide range of good learning experiences for their pupils. Children in reception are given many opportunities to be creative by having very good choices available. Work on display shows many examples of children being creative and imaginative in their writing. They can experiment in their 'mock restaurant', developing their social skills well. Observing the travels of 'Big Boss Bear' enables pupils to gain an insight into the size of the world and some of the geographical features of different lands. Children are encouraged to be creative in art and design, producing good quality drawings and paintings of fish and animals, with some additional exploration through designing and sewing 'felt' fish. Older pupils are provided with opportunities for discussion and debate. Each class has the opportunity to examine relevant issues through personal, social, health and citizenship education. Pupils in Year 4 learn to make decisions about whether it is 'cissie' not to drink alcohol, for example, heightening their awareness of peer group pressure. In other lessons, pupils have many chances to work independently or in groups. In an ICT lesson in Year 5, pupils began the process of sending emails, individually typing material into each computer, but often sharing ideas with neighbouring pupils, or helping each other out if a problem arose. These pupils also made good gains in their athletic skills. The good teaching strategies enabled them to practise and refine techniques such as throwing and jumping. Practical science in Year 4 enables pupils to discover the effects of forces through very good levels of collaborative and investigative work.

7. Teachers know their pupils well. They mark work thoroughly and effectively, giving clear advice on how to improve it. Teaching assistants play a vital part in raising standards. They have clear roles and know exactly what to do, having been involved in planning strategies with teachers beforehand. Sometimes, they take small groups out for additional help; at other times, they focus on helping small groups in the classroom. Relationships are very good throughout the school between staff and between staff and pupils. When asked why the school was so good, one pupil said 'It's the really good, friendly teachers who make learning fun'. Inspectors agree.

Pupils develop into mature, sensible and interesting individuals through the rich learning opportunities.

8. Pupils in the school have quite astonishing levels of maturity for their ages. They conduct themselves with dignity and common sense in the building and outside. They feel that this is their school and have ownership of it. They love seeing their work on display. They are very proud of the achievements of the school, even if individually they were not part of that

particular venture. Since it is 'their school', someone else's achievements are theirs as well. This corporate sense of belonging is an outstanding feature of the quality of provision that leads to a culture of 'wanting to learn'. Success follows from this.

9. Pupils are confident speakers and decision-makers. There is an active school council supported by class councils. Any issues, such as new and better amenities are minuted and included in discussions that feed into the school improvement plan. Pupils have had a say, for example, in the drawing up of the school's behaviour policy. Pupils look after themselves and each other maturely. They say that there are no problems over bullying, and should any minor name-calling ever occur, which is very rare, pupils are quick to go to the support of the 'victim'. They love their school and are keen to talk about all aspects of it. They are particularly happy with the playground and its features, and the opportunities to take part in residential visits. These raise their self-esteem and introduce them to exciting ventures such as midnight walks. As a result, pupils' personal development is outstanding. Many are involved in the school's 'Eco' project, focusing on ways of recycling materials or improving the exterior of their school. Eighty-six per cent of pupils are involved in additional clubs and ventures after formal lessons – an extremely high figure – and including children from reception to Year 6. Pupils discuss the exhibitions of work with staff before being displayed; Year 6 pupils help with office work at lunchtimes; older pupils support younger ones with their reading and spelling. These, and many other ventures, provide pupils with a means of being fully involved in their school. They are developing well into becoming model citizens and take great pride in their school and their work. The general atmosphere for working and learning is extremely positive. Achievement and high standards are proof of the successes in this area.

It has developed a very effective partnership with parents, which enhances pupils' learning.

10. Parents have a very positive view of the school. There is widespread recognition of the many improvements made during the past five years since the previous inspection. They are especially appreciative of the work done by the headteacher and the staff.

11. The school has ensured that there is a very strong link with parents. They are fully involved as partners in their children's education. For example, homework is designed to be done collaboratively, so that there are frequent opportunities for parents to become involved in raising the quality of learning. Reading records provide a good link with home, and include homework tasks. Parents of younger pupils are encouraged twice a week to come in and support reading at the start of the day. During the inspection, this was significant, with eighteen parents supporting in reception, seven in Year 1 and five in Year 2. Up to thirty parents regularly attend the Friday celebration assembly and share in the successes of their children as they receive awards. The school has encouraged parents to become learners. Between twenty and thirty parents attended reception literacy courses; almost a dozen attended a Year 1 mathematics course; a dozen were involved with Year 3 and 4 mental arithmetic courses and similar numbers have attended courses in ICT, first-aid and Christmas crafts.

12. An enthusiastic 'Parents and Friends Association' raises up to three thousand pounds annually. This has resulted, for example, in the building of the ICT suite, which has helped to raise the standards in that subject significantly. Parents are sent a questionnaire annually, the results of which go to help in the formulation of the school improvement plan. Many parents help with trips and after school clubs, as well as with the large number of drama presentations, which occur regularly throughout the school year. Parents feel very involved with the school. 'This school is now part of the community', one parent was heard to remark.

Outstanding levels of leadership and management guide the school from strength to strength.

13. Leadership and management in the school are outstanding. The headteacher has a very clear vision for the future of the school and its pupils. This is laid out clearly in the school improvement plans. Since the previous inspection, the school has focused effectively on ensuring any weaknesses identified at that time have been sorted out and improved. The priorities for development have been very effective in ensuring that the school has gone from strength to strength. Key reasons for its success lie in:

- determined leadership aimed at raising standards;
- development of a strong team spirit amongst staff allowing the full potential of pupils to be reached;
- observation by all teachers of pupils' learning and seeking ways of improving it;
- positive recognition of achievement of pupils and staff, through both internal and external awards;
- working harmoniously with governors for the benefit of the pupils.

14. Standards have been the focus of attention since the previous inspection. Year on year, the headteacher and staff team have been successful in raising standards. Academically, pupils achieve very well. Socially, they form a harmonious and well-ordered community. Their wider understanding and knowledge is also very high. They talk with confidence about first aid, about technology and its uses, as well as sporting and social events.

15. Staff work very well as a team. They set challenging and realistic targets for pupils. They ensure that work is matched to pupils' needs. Pupils are given many exciting and different learning opportunities with many enhancements including sporting, social and musical events. Staff plan together to ensure learning progresses evenly over the years. They take care to ensure that pupils have frequent opportunities to apply their knowledge from one subject to another. In an ICT lesson in Year 5 for instance, pupils refine their literacy skills when learning how to send emails, by using letters written in an English lesson. In reception, children learn the skills of becoming independent, as well as the need for collaboration.

16. Teachers lead their subjects with energy and enthusiasm as they strive to drive up standards. Most have spent time observing their colleagues in lessons where they have responsibilities. They have used what they have seen to improve learning through giving advice and help. The headteacher has ensured that similar observations are carried out regularly by himself, his deputy and other consultants, especially in literacy and numeracy. Staff expertise has risen and higher standards have followed suit.

17. Governors play an important role in the raising and sustaining of standards. They keep an ever-watchful eye on finances, achievement and standards. Several have come in to observe teachers at work, as well as to support the school in many of its adventurous ploys to raise money or enhance pupils' learning. The school has received a large number of awards in recent years recognising its successes and positive features. These include such things as nationally improved standards awards from the government on two occasions, Investors in People, Healthy Schools Award as well as recognition in the arts, sport and environment. These awards demonstrate the excellent way in which the school is led and managed for the sole benefit of raising standards and working towards excellence of achievement. The outstanding leadership and management have contributed to a school with an enviable local reputation. St John's is now a school with a strong and justifiable pride in achievement amongst staff, pupils and parents.

WHAT COULD BE IMPROVED

A more consistent approach to imaginative writing in all relevant subjects.

18. By the end of Year 6, pupils' writing, although average, is not as high in quality as the work in other subjects. When given opportunities, pupils write imaginatively and effectively. For instance, they write interesting accounts of imaginary journeys through the mountains of St Lucia in a Year 6 geography lesson. Accounts of aspects of life in Tudor Britain are told well in Year 4. Pupils are given many opportunities to use their imagination and creativity. There is a broadly similar pattern in work in religious education, where pupils write about their feelings. Vocabulary is used to good effect. However, there are other occasions where this is not always the case. Some of the work demanded is in the form of one word or one-sentence answers. This limits the amount of imagination and creativity pupils use. It applies to elements of history, for example, as well as work in design and technology or when writing up experiments in science.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. In order to improve further, the school should now:

- (1) Ensure that pupils of all ages are given more frequent and regular opportunities when writing to express themselves creatively and imaginatively in relevant subjects.
(Paragraph: 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	4	0	0	0	0
Percentage	6	69	25	0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	202
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
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	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	18	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	18	18	17
	Total	29	29	28
Percentage of pupils at NC level 2 or above	School	100 (93)	100 (89)	97 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	18	16	18
	Total	29	27	29
Percentage of pupils at NC level 2 or above	School	100 (93)	93 (89)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	10	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	29	30	30
Percentage of pupils at NC level 4 or above	School	94 (93)	97 (86)	97 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	26	24	29
Percentage of pupils at NC level 4 or above	School	84 (79)	77 (79)	94 (90)
	National	72 (70)	74 (72)	82 (79)

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

Where the number of boys or girls are ten or fewer the individual results are not reported.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	201
Any other minority ethnic group	1

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)	8.9
Number of pupils per qualified teacher	22.7
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	240.25

Financial information

Financial year	2000/2001
	£
Total income	463 327
Total expenditure	464 978
Expenditure per pupil	2 348
Balance brought forward from previous year	25 773
Balance carried forward to next year	24 122

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.6
Total number of vacant teaching posts (FTE)	0
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)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	22	2	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	48	47	2	0	3
My child gets the right amount of work to do at home.	56	38	2	0	2
The teaching is good.	78	19	0	0	3
I am kept well informed about how my child is getting on.	63	30	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	88	13	0	0	0
The school works closely with parents.	73	25	2	0	0
The school is well led and managed.	94	6	0	0	0
The school is helping my child become mature and responsible.	70	30	0	0	0
The school provides an interesting range of activities outside lessons.	84	14	2	0	0

Other issues raised by parents

Several parents expressed regret at the imminent departure of the headteacher.