

# INSPECTION REPORT

**GARFIELD PRIMARY SCHOOL**

WIMBLEDON

LEA area: London Borough of Merton

Unique reference number: 102629

Head teacher: Mrs M McKenna

Reporting inspector: Mrs S Vale  
22476

Dates of inspection: 19<sup>th</sup> – 20<sup>th</sup> November 2002

Inspection number: 246216

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  
School category: LEA  
Age range of pupils: 3 to 10 years currently  
Gender of pupils: Mixed

School address: Garfield Road  
Wimbledon  
London  
Postcode: SW19 8SB  
Telephone number: 0208 540 1053  
Fax number: 0208 543 3263

Appropriate authority: Governing Body  
Name of chair of governors: Mr Kevin Magee

Date of previous inspection: 17/11/1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Garfield Primary School is situated in a picturesque part of Wimbledon in London at the end of a park and next to the river. It caters for pupils aged between three and 11 years although currently due to the re-organisation, the school only caters for pupils up to the age of ten (Year 5). As part of Merton's reorganisation programme Garfield has undergone an extensive building programme in order to accommodate children up to the age of eleven. Pupils moved into the extended accommodation in September this year. There are still a number of outstanding works to be completed, namely landscaping and the reinstatement of the library.

There are 163 boys and girls on roll, including 33 part time places in the Nursery. This is smaller than other primary schools. There is a rich cultural diversity in the school and most pupils come from homes in the surrounding area, which are owner occupied. There was some mobility when the school was re-organised but on the whole families are quite stable and children remain at Garfield for their primary education. Overall the number of pupils eligible for free school meals, 21 per cent, is broadly in line with the national average. The number of pupils speaking English as an additional language at 23 per cent is high when compared to other schools. The number of pupils identified as having special educational needs, is below the national average. However, the number of pupils with statements of special educational needs is broadly in line with the national average. Overall children enter the school in nursery with average standards for their age, although they show a broad range of ability.

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

Garfield Primary School is a very good school and gives very good value for money. An important factor is the very good teaching and very good leadership and management provided by the head teacher and other key staff. By the time they take national tests at the age of seven and up to the present Year 5, pupils reach standards in English, mathematics and science, which are well above the national average.

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

- Pupils make very good progress and reach high standards in English, mathematics and science throughout the school.
- Teaching is very good. Teachers always expect the most from their pupils and this promotes very high standards. There is no unsatisfactory teaching with 85 per cent being very good.
- The head teacher provides very good leadership, strongly supported by key staff such as the senior management team and curriculum coordinators.
- Garfield offers a rich curriculum with a good range of extra-curricular activities, including sport, art, music and gardening.
- It promotes very good attitudes and behaviour. Relationships and personal development are also very good, pupils work with very good concentration and enthusiasm.

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

There are no major features that require significant improvement.

However, there is one minor area for development:

- Continue with the work already started in developing the newly sited school library and ensuring that there are resources available when it is completed to support both key stages.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the school was last inspected in November 1997 there have been many and significant improvements, not least the changing make up of the school from a first school to a through primary school. Although Year 6 is still not present in the school, plans are well in hand to ensure that their specific needs will be well catered for next year. Garfield has dealt with these changes very well and is providing a very good Key Stage 2 curriculum for its pupils. Key issues from the last inspection, such as raising standards of attainment in design and technology and geography, have been well addressed. Pupils have plenty of opportunities to use their skills in mathematics and information and communication technology across the whole school.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	B	B	A	A*
Writing	D	C	A	A
Mathematics	E	C	C	B

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

The table above shows the results for 2002 where pupils aged seven achieve well above the national average in reading and writing and in line with national averages in mathematics. When compared to similar schools, Garfield achieves even better and is in the top five per cent of all schools nationally in its reading results, achieves well above average in writing and above average in mathematics. This is a good improvement on last year's results. These results are also a substantial improvement on previous years and show a steady rise in standards over time. Evidence shows that pupils are also achieving above national expectations in many other areas of the curriculum, such as information and communication technology, art, and music. Pupils in Key Stage 2 are also achieving at standards above national expectations and are in line to achieve well when the current Year 5 reaches Year 6 next academic year.

By the age of five pupils' achievements exceed those expected nationally. Pupils quickly gain the skills to work independently, as well as in groups and they listen carefully to adults. This good preparation means that they begin Year 1 ready to tackle the National Curriculum with confidence. As they move through the school pupils' make significant gains in their learning, building on their achievements each year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils love coming to school and take a pride in their work. This helps them to make very good progress.
Behaviour, in and out of classrooms	Very good. Pupils behave very well, they are polite and show very good manners. This is noticeable both in lesson, when moving around the school and when out at play.
Personal development and relationships	Very good. All members of the school community have very good relationships and pupils' personal development is well provided for. The school strives to help pupils learn and to be independent.
Attendance	Satisfactory.

All these factors contribute to the good achievement and progress which pupils make.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Very Good	Very Good	Very Good

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

The quality of teaching and learning is very good throughout the school. 85 per cent of the teaching observed was very good, and 15 per cent was good. There was no unsatisfactory teaching. The very good teaching was observed throughout the school. High quality teaching of English and mathematics, including literacy and numeracy enables pupils to make good progress. Teachers have very good knowledge of these subjects. They use good question and answer sessions to make the pupils think and to ensure their learning takes place. They have high expectations of the standards that the pupils can achieve and motivate them to do their best. This means that the pace in lessons ensures that all pupils are challenged and fully included in lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very Good. The curriculum is well organised, particularly the emphasis given to creative work every week and activities are often imaginative and interest and inspire pupils.
Provision for pupils with special educational needs	Very Good. Pupils' special learning needs are carefully identified and the extra help they get is well organised and systematic.
Provision for pupils with English as an additional language	Good. Provision is effective and allows all pupils equal access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' spiritual development is good. Provision for the moral, social and cultural development of pupils is very good.
How well the school cares for its pupils	Very Good. All adults work effectively to care for the pupils both academically and personally. Being a small school, adults know individuals well, and this supports pupils learning.

Regular visits to places of interest linked to the work in school, and school journeys all enrich pupils' experiences. There are good cross – curricular links between subjects. Learning support assistants effectively support those with particular needs.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very Good. The school is led very well; attention is paid in detail to all that the school does so that the very best is offered to the pupils. Key staff are encouraged to take on responsibility.
How well the governors fulfil their responsibilities	Very good. Governors have a very good knowledge of the school and what it offers pupils. They rigorously seek to understand the issues the school is facing and strive to continue to improve.
The school's evaluation of its performance	Very good. Development planning is thorough and systematic and all aspects of the school's provision and performance are reviewed in order to improve.
The strategic use of resources	Resources are planned for and used well. However the library as yet, is still not able to be used, but there are definite plans to have this up and running as soon as possible.

Leadership and management are very strong. The head teacher confidently leads the school, ably supported by other key staff and the Governing body. Day to day organisation is very smooth because everyone understands the part they play in school life and carries out their work conscientiously. The school grounds and new accommodation are used very well. The large carry forward in the budget which the school has is specifically designated towards the library and grounds which still has to be completed and also for new staff which the school will need to employ next year when Year 6 are finally in place. The school applies the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school, are happy to come to school and make good progress.</li> <li>• Behaviour is good, and the school helps their children to become more mature.</li> <li>• Their children get the right amount of work and teaching is good.</li> <li>• The majority feel well informed about what is happening and they are comfortable in approaching the school.</li> <li>• Parents believe that the school is well led and managed and has high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• A very small number of parents feel that they are not well informed about how their children are getting on and that the school does not work closely enough with them.</li> <li>• They would like to see a greater range of activities on offer.</li> </ul>

Inspection evidence supports all parents' positive views about the school. The inspection team looked very closely at the few negative comments expressed by a minority of parents, and found no evidence to substantiate their views. Parents receive regular newsletters informing them about life in school and are invited to parents meetings and curriculum evenings where they can discuss the progress of their own children.

## **PART B: COMMENTARY**

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

**Pupils make very good progress and reach high standards in English, mathematics and science throughout the school.**

1. Pupils enter the school in the nursery with attainment which is generally in line with national averages and by the time they take national tests in reading, writing and mathematics at the end of Year 2 attainment is much better. As they progress through the school attainment improves still further so that by the time they are in Year 5 (currently the oldest pupils in the school due to re-organisation) many of the pupils are already achieving at standards in English and science which are expected for pupils a year older in Year 6.
2. Evidence from the inspection shows that in Year 5 lessons, pupils standards remain very high especially in English and science. Higher attaining pupils are well catered for and are constantly challenged to achieve as well as they possibly can. They, and other pupils, know exactly what they need to do to improve in all aspects of their work. Because of the very good quality of teaching, standards in English, mathematics and science are set to remain high. For example, in a Year 5 English lesson, pupils achieved very well when studying play scripts. Because pupils' reading skills were so good, they were able to cope with this demanding work confidently. During this lesson, the teacher drew on the very secure knowledge about English, and in particular creative writing, that pupils had built up over the years, and encouraged them to think for themselves. This they did with confidence and by the end of the lesson all were able to express an opinion about the writing and were starting to write play scripts for themselves. Attainment was well above that expected for their age.
3. Learning was also particularly good in a mathematical lesson in the reception class. Pupils were learning about different shapes and their properties. Very rapid learning took place and by the end of the session many pupils were using newly learnt, correct terminology, such as 'sphere', 'cube' and 'cuboid'. They could identify these shapes and classify them correctly. Again, the very good quality of teaching enabled pupils to learn very effectively during the course of the lesson. Pupils were able to explain what they had learnt well and were quick to transfer this new vocabulary to other objects in their classroom. By the end of the lesson achievement was high and pupils had a very good understanding of the difference between spheres and cubes.

**Teaching is very good. Teachers always expect the most from their pupils and this promotes very high standards. There is no unsatisfactory teaching with 85 per cent being very good.**

4. The quality of teaching has improved since the last inspection, and it is now very good throughout the whole school. No unsatisfactory teaching was observed during the inspection. Teachers obviously enjoy teaching and aim to plan interesting and stimulating lessons, which challenge and often enthuse pupils. Every moment of the school day is used to give pupils a good learning experience.
5. The very good teaching which pupils receive means that they make very good progress in their learning. Teachers' very sound knowledge of their subjects promotes this high standard in learning. They are able to explain and demonstrate things clearly so that pupils easily understand. This was seen, in a very good music lesson in Year 3 where pupils were being introduced to the term 'ostinato'. By the end of the lesson pupils

understood much more clearly the meaning of the work and the differences between the rhythm and the beat in music. Good subject knowledge and understanding were also evident in English and mathematics lessons. For example, in a Year 1 mathematics lesson where pupils were learning addition methods, the very good teaching allowed pupils to feel confident and knowledgeable enough to work out what was needed to make numbers up to 5 if they already had 3. Pupils of higher ability were working up to 25p, and were able to work out the different combinations of coins they would need to make 25p. They achieved very well for pupils of this age because of the very good use of questioning by the class teacher, which ensured that they really understood what was expected of them. They worked with a mature and independent attitude, again encouraged by their teacher.

6. There are very good opportunities for pupils to use their literacy and numeracy skills in other subjects. For example, during an information and communication technology lesson in the new ICT suite pupils in Year 2 were observed enhancing their literacy skills. Using knowledge, which they had learnt in their morning English lesson about how to write instructions, pupils were then transferring these skills onto their computer work. They were achieving a good standard both in literacy and in their ICT skills.
7. Teachers plan lessons well. They give careful thought to what pupils will do and what they are intended to learn. This is then very carefully and clearly explained, so that pupils understand clearly what is expected of them. These plans are regularly referred to throughout lessons. For example, in a Year 2 mathematics lesson pupils were being introduced to the basic concept of fractions and division. Pupils were frequently reminded of the teacher's very good initial input to the lesson, where they had been shown for example, how many lots of 2 potatoes there were in 8. Because this new concept had been taught practically, it had a visual impact on pupils and helped them to consolidate this new concept more quickly.
8. Teachers have very high expectations of both the standards they expect their pupils to achieve and the behaviour pupils have. Pupils respond very well to this and work extremely hard at all times.
9. Teachers make good use of whole class teaching and this promotes pupils' learning very well. Having carefully explained and discussed the purposes of the lesson, teachers go on to teach the main lesson content to the whole class. They are good at using questions to check for understanding and encourage pupils think for themselves. Group or individual tasks typically follow whole class work and these are suitably matched to pupils' abilities, ensuring that the needs of all pupils are met: the most able, those learning English as an additional language and those who find learning more difficult. Individual education plans are referred to by teachers in their planning and when planning support which learning support assistants give to the pupils. The regular assessment of pupils and their work, also allows staff to share their knowledge and their skills with each other in order to prepare lessons thoroughly to support the needs of all pupils. This is one of the reasons why teaching is consistently so good.
10. Teachers have a very good knowledge of their pupils and their strengths and weaknesses, and this has a very positive effect upon pupils' learning.

**The head teacher provides very good leadership, strongly supported by key staff such as the senior management team and curriculum coordinators.**

11. The head teacher has strong, clear and purposeful leadership. Her clear values and ideals are shared effectively with her staff and Governing Body. The positive role model

provided by the Head teacher in her relationships with pupils encourages them to react well to one another and to value each other's views and opinions; this encourages the very good behaviour found at Garfield. The clearly defined role of the subject coordinators ensures that each curriculum subject area is well led, and this helps to raise standards of attainment across the whole curriculum. Teachers with subject responsibilities fulfil their roles very well by planning for and monitoring development and their work feeds into the school's improvement plan. This means that the provision for pupils continues to improve, as seen with the development of the information technology suite.

12. The head teacher and staff work very well with governors to ensure that they receive relevant information about the curriculum, which enables them to monitor it effectively and focus their spending on improving the quality of education for the pupils. One major result of this is the wonderful new building to cater for the increasing numbers at the school
13. Each governor takes a special interest in one subject and visits regularly. This ensures that all governors have extensive knowledge of the school's work. In addition many of them are also parents of pupils and therefore have first hand knowledge of what is happening in school. They have spent funds wisely in improving provision of information and communication technology and this has resulted in raising standards of attainment since the last inspection report.

**Garfield School offers a rich curriculum with a good range of extra-curricular activities, including sport, art, music and gardening.**

14. At the time of the last inspection there were some weaknesses in the curriculum in design and technology and in geography. These weaknesses have been overcome and the issues have been well addressed. Standards in both of these subjects have risen considerably as a result. All subjects of the National Curriculum and religious education are now taught in full, as required, and French is added to the curriculum in Year 4, well ahead of the statutory requirement to teach a modern foreign language in Year 7.
15. The taught curriculum is substantially enriched by extra curricular activities including sport, music, art and drama. The innovation of a creative arts day once a week is also enriching this area of the curriculum. It allows pupils to experience the enjoyment and diversity of creative subjects, such as music, art and drama. These subjects are being taught by specialist teachers, whose enthusiasm and love of their subjects spill over and enthuses the pupils. In the short time in which the enrichment curriculum has been in action it is already having a very positive effect on pupils' attainment as they are achieving standards, which are much higher than national expectations, and showing rapid progression in these areas of the curriculum. For example, in music, pupils have the opportunity to compose and have the pleasure of creating music together through the specialist teaching by the music teacher.
16. The whole curriculum is further enhanced by the many and varied visits and visitors to school. The residential visit to the Isle of Wight for pupils in Year 3 also extends pupils' personal and social development. The school makes good use of all the facilities which London has to offer, such as visiting the theatre and museums and uses this to support and enrich pupils' learning experiences.

**The school promotes very good attitudes and behaviour. Relationships and personal development are also very good, pupils work with very good concentration and enthusiasm.**

17. A very good aspect of Garfield primary school is the way it encourages pupils to work and play together. The warm caring atmosphere shows the respect, which is held by both teachers and pupils alike. This is initiated when pupils first start at school in the nursery, and the very good relationships between pupils and teachers help to maintain the very high standards of behaviour, which are seen.
18. The Head teacher and staff know their pupils very well and show great concern for their personal as well as academic development. Parents strongly support this view.
19. Pupils respond well to their teachers in lessons. They are polite and show respect for each other's feelings. This is very noticeable during playtimes and lunch times, where there is excellent harmony when pupils play together; for example, younger children play football with older children, and both boys and girls play together in the same match. Excellent examples of imaginative role play were seen at lunch time involving pupils from all different cultures.
20. The youngest pupils settle quickly to their work and are attentive mainly because of the teachers' clear expectations and well established routines. Older pupils are given responsibilities, such as having 'buddies' to support, and they also help with the arrangements for assemblies.

#### **WHAT COULD BE IMPROVED**

21. There are no major features which require significant improvement.

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

22. There is one minor area for development:
  - Continue with the work already started in developing the newly sited school library, ensuring that when it is completed there are resources to support both key stages. (Paragraphs - as mentioned in parent's summary.)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	17	3	0	0	0	0
Percentage	0	85	15	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 five percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR - 5
Number of pupils on the school's roll (FTE for part-time pupils)	16.5	146.5
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR - Y5
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	16

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	26

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	6.1
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.1
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)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	16	11	27

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	10	10	10
	Total	25	25	25
Percentage of pupils at NC level 2 or above	School	93 (93)	93 (87)	93 (93)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	10	10	11
	Total	25	25	27
Percentage of pupils	School	93 (87)	93 (93)	100 (83)
	National	85 (85)	89 (89)	89 (89)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	72	0	0
White – Irish	0	0	0
White – any other White background	3	00	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Pakistani	7	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	8	0	0
Black or Black British – African	4	0	0
Black or Black British – any other Black background	7	0	0
Chinese	5	0	0
Any other ethnic group	24	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*



## Teachers and classes

### Qualified teachers and classes: YR – Y5

Total number of qualified teachers (FTE)	7.3
Number of pupils per qualified teacher	17.1
Average class size	22.6

### Education support staff: YR – Y5

Total number of education support staff	3
Total aggregate hours worked per week	58

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17.1
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	8.5

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6

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.*

## Financial information

Financial year	2001-2002
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	£
Total income	463,693
Total expenditure	429,484
Expenditure per pupil	2,744
Balance brought forward from previous year	71,531
Balance carried forward to next year	105,740

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	152
Number of questionnaires returned	35

### Responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	23	8	3	0	1
My child is making good progress in school.	16	16	1	0	2
Behaviour in the school is good.	13	19	0	0	3
My child gets the right amount of work to do at home.	13	16	1	2	3
The teaching is good.	19	16	0	0	0
I am kept well informed about how my child is getting on.	7	18	6	4	0
I would feel comfortable about approaching the school with questions or a problem.	14	16	2	3	0
The school expects my child to work hard and achieve his or her best.	16	18	0	0	1
The school works closely with parents.	5	18	8	3	1
The school is well led and managed.	12	19	2	2	0
The school is helping my child become mature and responsible.	11	22	0	0	2
The school provides an interesting range of activities outside lessons.	4	10	8	7	6

### Summary of parents' and carers' responses

The majority of parents are very positive in their views of the school and believe that the school has high expectations of what their children can achieve. They believe that the school provides the best education it can for its pupils, and that there is very good teaching. The majority say that the school provides a really caring supportive environment in which their children can develop to the best of their ability.

### Other issues raised by parents

A small minority of parents commented that they did not feel that the school was always approachable. The inspection team looked very closely at their concerns, and felt that overall communication between

home and school is good. The head teacher reiterated that she is always willing to discuss any problems with parents.