

INSPECTION REPORT

PIKE FOLD PRIMARY SCHOOL

Blackley

LEA area: Manchester

Unique reference number: 105470

Headteacher: Mrs K A Dalton

Reporting inspector: Mr B Tyrer
23101

Dates of inspection: 9th – 10th September 2002

Inspection number: 246491

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infants and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	French Barn Lane Blackley Manchester
Postcode:	M9 8ED
Telephone number:	(0161) 740 3656
Fax number:	(0161) 795 0961
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Lundy
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the Charlestown ward of Manchester and is smaller than average. There are 198 pupils on roll. The school operates on a split site with its nursery being approximately half a mile away. Children enter the nursery with levels of attainment that are well below those seen nationally. Many pupils come from homes that are disadvantaged. The proportion of pupils that is eligible for free school meals is above average. The proportion of pupils who have special educational needs is broadly average and is below average for those who have statements of special educational needs. The range of needs identified includes general learning difficulties and those of an emotional and behavioural nature. The school has received refugees from Europe and Africa in the past, but, currently, has none on roll. There is a small number of pupils for whom English is an additional language and they come from within the different ethnic groups which make up approximately 9 per cent of the school roll. Pupil mobility currently affects about 20 per cent of the school roll annually.

HOW GOOD THE SCHOOL IS

This is a school with a good level of effectiveness that provides good value for money, as it did at the time of the last inspection. The quality of teaching is good and has improved since the last inspection. Pupils achieve well and make good progress throughout the school. Pupils in Year 6 achieve good standards. The school tracks the progress of individual pupils effectively and is careful to provide for their needs. Those who have special needs or barriers to learning are well provided for and supported. Girls and boys enjoy equality of opportunity. The leadership of the headteacher and staff is good and the governing body, whilst needing to bring itself up to full strength, is making a satisfactory contribution to the running of the school.

What the school does well

- Pupils In Year 6 achieve good standards in English, mathematics and science and children in the Foundation Stage and pupils throughout the school achieve well.
- Good provision for personal development contributes well to pupils' very good relationships and behaviour.
- The quality of teaching is good and this contributes well to the good rates of progress that children in the Foundation Stage and pupils of all ages are making.
- The leadership of the headteacher and those key staff who support her is good and this is a major factor in the good progress that pupils make.

What could be improved

- Levels of attendance are very low.
- The document which shows school improvement and development planning is insufficiently detailed.
- The full statutory obligations with respect to reporting the progress of children in the Foundation Stage, and the information governors give to parents in their annual report, are not met.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998 since when it has made a satisfactory improvement. The school has successfully addressed most of the key issues, although there is still a need to give full information in the governors' annual report to parents and the quality of reports to parents of children in the Foundation Stage needs to be improved. The improvement in standards for pupils aged 11 is broadly similar to that seen nationally and the quality of teaching has improved since the last inspection. The school is well placed to improve further.

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	B	B	C	A
mathematics	A	C	B	A
science	C	D	C	A

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

Children enter the Foundation Stage with levels of attainment that are well below what might be expected nationally and then achieve well as they progress through the school. The attainment of pupils aged seven in National Curriculum tests in 2001 was well below average in reading; was below average in writing; was average in mathematics and was well below in teacher assessed science. When compared with similar schools this performance was below average for reading, above average for writing and well above average for mathematics. The trend over time shows variations from year to year, which are due to variations in cohort ability and the fact that up to 20 per cent of pupils can leave and be replaced in one year. The attainment of pupils in National Curriculum tests in 2001 for pupils aged 11 in Year 6 was average for English and science and above average for mathematics. When compared with similar schools this performance was well above average for all three subjects. The performance over time of pupils aged 11 reflects that seen with pupils aged seven, inasmuch as there is variation from year to year depending on cohort ability and pupil mobility. Inspection shows that all pupils achieve well and make good progress. Attainment for pupils aged seven is in line with expectations in reading, writing, mathematics and science and for pupils aged 11 it is above expectation in English, mathematics and science. The school has set challenging yet attainable targets for pupils aged 11 in National Curriculum tests in 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy their lessons and work hard.
Behaviour, in and out of classrooms	Very good. Pupils understand how to behave and do so very well in all areas of the school.
Personal development and relationships	Good. Relationships between pupils and with all staff are very good. Pupils are keen to take on areas of responsibility.
Attendance	Poor. Attendance is better for older pupils. A small minority of parents is responsible for the most persistent poor attendance and others fail to inform the school when they move out of the area.

TEACHING AND LEARNING

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

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

The teaching of English and mathematics is good. Literacy and numeracy sessions are well taught, as are basic skills. Relationships are very good and teachers have a good knowledge and understanding of what they are teaching. Teachers are careful to provide for the needs of all pupils and they do this effectively because they are able to chart the progress of individual pupils. As a result, pupils of all abilities achieve well. Because of the good quality of teaching and the very good relationships that teachers create, pupils are enthusiastic about their lessons and eager to contribute when given the opportunity.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school is meeting its requirement to teach the National Curriculum and religious education.
Provision for pupils with special educational needs	Good. Pupils are well provided for both in terms of individual education plans and for the way in which they are supported.
Provision for pupils with English as an additional language	Good. The small number of pupils are having their needs effectively recognised and provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. This provision has a strong impact on the way pupils behave in school.
How well the school cares for its pupils	Good. There are good assessment procedures in place and the procedures for child protection are satisfactory.

The school needs to provide better opportunities for outdoor learning to Foundation Stage children in the reception class.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a strong and dedicated lead and is well supported by all staff.
How well the governors fulfil their responsibilities	Satisfactory. The membership of the governing body is not up to full strength.
The school's evaluation of its performance	Good. Monitoring of teaching has contributed to improved performance since the last inspection.
The strategic use of resources	Good. The school uses its resources carefully and so has an acceptable level of surplus.

The school is careful to apply the principles of best value when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That teaching is good.• That their children are making good progress at school.• That the school helps pupils to mature and be responsible.• That the school is well led and managed.	<ul style="list-style-type: none">• The way they are informed about progress.• The way in which the school works with parents.• The range of activities outside lessons.

The inspection team agrees with and endorses these favourable views that parents have of the school. The information that the school gives parents in areas like the governors' annual report and the report on progress of children in the Foundation Stage needs to be improved. There is some reluctance on the part of parents to work with the school, for example, in taking up parent governor vacancies on the governing body. The range of extra curricular activity is limited – more so because of the absence of the deputy. The school plans to expand its range of extra curricular activity when anticipated funding becomes available.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils in Year 6 achieve good standards in English, mathematics and science and children in the Foundation Stage and pupils throughout the school achieve well.

1. Children enter the nursery with levels of attainment that are well below what might be expected nationally. Many children come from homes that are socially disadvantaged and this impacts in several ways as they progress through the school. Attendance, which is poor, is generally weaker for the younger pupils – much is attributed to ill health. A high proportion of pupils is eligible for free school meals and twenty per cent of pupils can leave and be replaced in one year. These adverse factors, as well as the usual variations in ability mean that there is some difference in results in National Curriculum tests from year to year. For example pupils in Year 6 in 1999 performed at well above average levels in mathematics whilst the following year, in 2000, results for the same subject were average.
2. Children begin the Foundation Stage in the nursery, which is situated about half a mile away from the main school building, before entering the reception class for their final year in the Foundation Stage. Because of good teaching in both classes these children make good progress and at the time of transition to Year 1 about half have reached the early learning goals set for their age.
3. Pupils in Year 2 make good progress and achieve as expected in English, mathematics and science. Inspection shows that their attainment is better than that of the group who took National Curriculum tests in 2001. The 2001 cohort was well below average in reading, below average in writing and average in mathematics. In comparison with similar schools, this performance was below average in reading, above average in writing and well above average in mathematics. There is no comparative data with which to judge those who took the tests in 2002 with the current Year 2 class.
4. Pupils in Year 6 in 2001 achieved average levels in National Curriculum tests in English and science and were above average in mathematics. In comparison with similar school this performance was well above average in all three subjects. Again, there is no data for those who took the tests in 2002, but the proportion who achieved the higher level (Level 5) was greater than in 2001.
5. Inspection shows that the attainment of the current Year 6 is above average in English, mathematics and science. Pupils are reading well. They can look at a piece of text with a view to discussing elements of characterisation. Higher attainers are tackling challenging books by popular authors. They read with expression and can introduce different voices for different characters. They speak confidently, often in complex sentences, and use their speaking skills well to suggest, for example, how, in science, they might investigate the relationship between green plants and sunlight. Handwriting is generally joined and fluent, but presentation is not always consistently high.
6. In mathematics, pupils in Year 6 have produced a good volume of work. They are able to work effectively with fractions, decimals and percentages and can exemplify their equivalence. They can convert from imperial to metric measurements accurately and can find the area of regular shapes. They identify coordinates and produce examples of rotational symmetry. Their work is well laid out and usually accurate. In science, they show an understanding of the dangers of drug and alcohol abuse. They have experimented with light and the qualities of materials that are transparent, translucent and opaque. In experimentation with growing things, they can suggest what might inhibit or support growth and can suggest practical ways in which investigations might be carried out.
7. Pupils are keen and attentive in lessons. They enjoy contributing and do so secure in the

knowledge that their efforts will be valued. At this early stage of the school year and, in some cases, with the support of temporary teachers, the pupils show that they are committed to trying hard and working well.

Good provision for personal development contributes well to pupils' very good relationships and behaviour

8. Through some of its aims, the school intends to develop respect and tolerance and a sense of self worth in its pupils. It is largely successful because it provides good levels of education and good levels of care. Pupils clearly understand what is expected of them and the school is careful to support those who, for one reason or another, need special attention. This tends to prevent the isolation of individual pupils and thus strengthens their sense of corporate identity. It is clear from contact with parents via the meeting and the questionnaire that they feel that their children like school and inspection shows this to be the case.
9. Pupils' behaviour is very good in lessons and in the way they conduct themselves around the school. Pupils who have special needs for emotional or behavioural difficulties are well supported and so are able to function effectively as individuals and within their class. The school makes very good provision on their behalf. Pupils behave well for all staff both in school and, for example, in the playground at lunchtime. They also respond well to those pupils who have monitor duties to perform and follow directions as required.
10. Relationships are very good. Pupils are given many opportunities to reflect on how they should treat others and inspection shows that they deal kindly with one another. When pupils offer a view in class they do so knowing that staff and pupils alike will value what they have to say. Year 4 pupils were asked to draw around one of their group as part of a lesson on the skeleton and this they did with great care.
11. Poor attendance sits uncomfortably with the positive view of attitudes and behaviour, but it can be said that in most cases attendance is quite acceptable and that it is the non cooperative attitude of a small number of parents that is responsible for the school's statistically poor attendance record. On occasion, parents move out of the area and fail to inform the school that they are taking their children off roll. This means that the school registers them as absent when in effect they are no longer attending.
12. The good provision for pupils' personal development is one of the main reasons for the positive response that pupils give. Staff model the aspects of moral and social development that they want to instil in their pupils very well. Good attention was paid to pupil's cultural development at their choir rehearsal. Good relationships with staff exist because pupils know that the staff have their best interests at heart.

The quality of teaching is good and this contributes well to the good rates of progress that children in the Foundation Stage and pupils of all ages are making.

13. The quality of teaching is good. It has improved since the last inspection. At the time of the last inspection a small amount of unsatisfactory teaching was observed. Now there is no unsatisfactory teaching and there is a higher proportion of good and better teaching. This is due in part to the effect of the introduction of national strategies for teaching literacy and numeracy and for the effective intervention of those with management responsibilities.
14. Good teaching was seen across the school in all classes. Lessons are carefully planned and objectives prominently displayed. At the end of sessions, teachers return to the objectives in order that pupils are able to assess the level of success that they have achieved.
15. Literacy and numeracy are well taught and teachers are good at teaching the basic skills. In the best lessons, the pace is very fast, but the teachers have the ability to carry the pupils along with them. There is very good support for pupils who need it and staff are careful to take the

individual education plans of pupils into consideration. In the best lessons, pupils understand that they can succeed and that they are going to succeed. This derives from the high expectation and drive with which the lesson is presented.

16. Lessons flow smoothly because the resources to be used are to hand and no time is wasted because teachers are secure with the knowledge and skills they are teaching. Pupils make good progress. Lessons also flow smoothly because teachers do not have to struggle to maintain order. Pupils fully understand how they are to behave and because lessons are of good quality they find them challenging and interesting. Teachers have worked hard to provide good discipline and have developed good relationships with their pupils. They are skilful at deploying the classroom assistance they have. Classroom assistants who are supporting a small group or an individual within a class lesson do so very well. All staff treat their charges with respect not only in the way they provide for them, but also in the way in which they interact with them. This has a strong bearing on the good progress that pupils make.

The leadership of the headteacher and those key staff who support her is good and this is a major factor in the good progress that pupils make.

17. This is an effective school that continues to give good value for money. The high standards reported on at the time of the last inspection have been successfully maintained and the school has responded well to the changes required of it. It is a school dealing with pupils who have manifest social and economic disadvantages and it is due to the energy and commitment of the headteacher, her deputy and staff that the school functions as well as it does.
18. The school has a positive ethos and, as a result, all staff share in and contribute to, the realisation of the school's aims for its pupils. There is a shared will to support each other and this teamwork is apparent. Because of the headteacher's leadership, the staff is well motivated and effective. The deputy has very ably supported the headteacher. He is well respected by parents, children and staff and is influential in much of what the school does. He has made a very good contribution to specific provision, such as that for pupils with special educational needs.
19. Those teachers who have responsibility for managing areas of the curriculum and other aspects of school life function well, but their efforts need to be included in a more comprehensive school improvement plan in order to make them even more effective.
20. There has been an effective programme for the monitoring of teaching which has been undertaken by the senior management team and the coordinators. As a result, it has been possible to focus on specific aspects of teaching, for example the use of the plenary session in mathematics, in order to evaluate the effectiveness of training by the coordinator in that respect. The success of this is borne out in the good quality of teaching that is seen throughout the school.
21. The budget is well allocated and the school is careful to seek best value when tendering for goods and services as exemplified in the way it has selected a contractor for its grounds maintenance.

WHAT COULD BE IMPROVED

Levels of attendance are very low.

22. The previous inspection report carried a key issue for the school to 'establish effective procedures to monitor lateness and promote punctuality.' The school has established procedures to monitor lateness, but punctuality for some pupils remains a problem. The school has also established procedures to identify and monitor patterns of absence, but, as yet, has not put in place effective strategies to counter it.

23. The issue of combating poor attendance has been delegated to a learning mentor who has had the responsibility since May of this year, but this issue does not appear as an item in the school development plan. The school is now in a position to know that attendance tends to be weaker for younger pupils and that a small core of families are responsible for a disproportionately high amount of absence. Sometimes, parents move out of the area and fail to notify the school of their intention to remove them from school.
24. There is a need to make attendance an item in the school development plan with a view to devising strategies that will target and improve the attendance of persistently poor attenders. The school has improved punctuality for some pupils by the provision of its breakfast club but punctuality remains an issue to be resolved.

The document which shows school improvement and development planning is insufficiently detailed.

25. The present document for school improvement planning provides an overview of what is being proposed. Some important things are missing from it. For example, whilst the question of poor attendance is a recognised issue it receives no mention in the plan. The overview is not, therefore, comprehensive enough. Where individual managers and teachers have produced action plans which set out to say what they intend to do, it is often the case that they lack detail and, as such, have only a minimal impact on improving standards and quality. There is little reference to a specific time schedule, cost and criteria by which the success of their action might be judged. The shortfall in governor numbers, the fact that the nursery is half a mile away and that no one has responsibility for the coordination of the Foundation Stage are not as clearly identified as they should be, Nor are solutions sought and progress to that end measured and reported on.

The full statutory obligations with respect to reporting the progress of children in the Foundation Stage, and the information governors give to parents in their annual report, are not met.

26. The previous inspection report referred to a shortfall of information in the prospectus and the governors' annual report to parents. The prospectus now meets requirements, but the governors' annual report still does not comply in full. Annual reports to parents on progress for children in the Foundation Stage do not fully report on each of the areas of learning. In the questionnaire it was noted that some parents had reservations about how closely the school worked with them and about the information they received about the progress of their children. These still remain and will continue to do so until the statutory obligations are fully met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. In order to raise standards further the headteacher, senior management team and governing body should:
- (1) devise strategies that will specifically address and resolve the poor attendance of those pupils for whom it is a concern;
(see paragraphs 22, 23, 24)
 - (2) produce a more detailed school development plan and include the measures needed to determine the amount of progress made in addressing the issues;
(see paragraph 25)
 - (2) ensure that Foundation Stage reports and information to parents in the governors' annual report to parents meets statutory requirements.

(see paragraph 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
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	4	11	2	0	0	0
Percentage	5.5	22.0	60.5	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	45	164
Number of full-time pupils known to be eligible for free school meals		93

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register		35

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	60
Pupils who left the school other than at the usual time of leaving	41

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

Unauthorised absence

	%
School data	6.0
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	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 2 or above	School	57(78)	67(81)	76(81)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 2 or above	School	67(81)	76(85)	76(85)
	National	85(84)	89(88)	89(88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	11	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 4 or above	School	84(87)	95(93)	95(93)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	[]	[]	[]
	Girls	[]	[]	[]
	Total	[]	[]	[]
Percentage of pupils at NC level 4 or above	School	84(83)	N/a (90)	95(83)
	National	72(70)	74(72)	82(79)

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

NB. Full data is not included because of the small number of girls in Key Stage1 and the small number of boys in Key Stage2

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
141	0	0
0	0	0
1	0	0
1	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
5	0	0
3	0	0
0	0	0
10	1	0
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 – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	18.2
Average class size	23.4

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	149

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	45
Total number of education support staff	3
Total aggregate hours worked per week	20
Number of pupils per FTE adult	15

Financial information

Financial year	01/02
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	£
Total income	643823
Total expenditure	618534
Expenditure per pupil	2931
Balance brought forward from previous year	23608
Balance carried forward to next year	48897

FTE means full-time equivalent.

Recruitment of teachers

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

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	150
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	17	4	4	0
My child is making good progress in school.	63	33	0	4	0
Behaviour in the school is good.	50	38	0	4	0
My child gets the right amount of work to do at home.	54	38	8	0	0
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	50	29	17	4	0
I would feel comfortable about approaching the school with questions or a problem.	63	25	4	8	0
The school expects my child to work hard and achieve his or her best.	67	25	4	0	4
The school works closely with parents.	33	50	17	0	0
The school is well led and managed.	46	46	0	8	0
The school is helping my child become mature and responsible.	54	42	4	0	0
The school provides an interesting range of activities outside lessons.	17	25	38	8	13