

INSPECTION REPORT

WILLIAM BARCROFT JUNIOR SCHOOL

Cleethorpes

LEA area: North East Lincolnshire

Unique reference number: 117731

Acting Headteacher: Mrs C Lacey

Reporting inspector: John D Eadie
20191

Dates of inspection: 6th to 8th May 2003

Inspection number: 247801

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Barnett Place Cleethorpes
Postcode:	DN35 7SU
Telephone number:	01472 501777
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Mark Hobday
Date of previous inspection:	9 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number on roll aged 7 to 11	303	(Bigger than average)
Percentage of pupils entitled to free school meals	31%	(Above average)
Percentage of pupils whose mother tongue is not English	0%	
Percentage of pupils identified as having special needs	34%	(Well above average)
Percentage of pupils with statements of their special needs	5.6%	(Well above average)

The school is situated in an urban area on the edge of Cleethorpes. Most housing in the area is terraced and is a mix of privately owned, local authority and housing association rented accommodation. There is significant deprivation in some local areas. There is high mobility in the area and in the last year 33 pupils left and 40 joined the school. Almost all pupils are of white British heritage. Most of the pupils who have special educational needs have a range of learning and behavioural difficulties. The pupils generally have well below average attainment on entry to the school. The school is currently being led by an acting headteacher as the headteacher has been seconded to another school.

HOW GOOD THE SCHOOL IS

William Barcroft Junior School is a very good school. The pupils achieve very well, due largely to the very good teaching. The provision for those pupils with special educational needs is particularly good and these pupils make very good progress relative to their abilities. The school is led excellently and is very well managed. It provides very good value for money.

What the school does well

- The pupils achieve very well and make very good progress during their time in the school.
- The quality of teaching and learning is very good.
- The school is excellently led and the management of the school is very good overall.
- The provision for the pupils with special educational needs is excellent.
- The pupils are developing excellently into mature, thoughtful and responsible young citizens. Relationships at all levels in the school are excellent.
- The pupils are cared for very well while they are in the school's charge.

What could be improved

These areas for improvement should be viewed in the light of this being a very good school: they are not weaknesses, rather pointers to refine the very good practice already in place.

- The time spent in teaching and learning is less than that which is nationally recommended and some subjects are suffering.
- Clear targets for improvement aren't set for all pupils.

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 March 1998 and has made very good progress since then. The high standards of leadership and management and the educational provision for the pupils have been maintained. Standards achieved in the national tests have improved significantly and the school has recently received a school achievement award from the Department for Education and Skills. All the key issues from the last inspection have been addressed very effectively. There is a very strong commitment to improvement and the school is very well placed to continue to make progress.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests. The similar schools referred to are those with a similar proportion of pupils eligible for free school meals.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	C	D	C
mathematics	D	C	C	A
science	E	C	A	A

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

As can be seen from the above table, standards in the national tests have been improving in recent years, particularly in science. Bearing in mind the well below average attainment of the pupils on entry to the school, they make very good progress to achieve these results. A further factor that is a credit to the school is the performance and progress of the large number of pupils who join after the normal starting time. A significant number of these have special educational needs and generally they are not as able as the pupils who leave. Standards are particularly good when compared with schools in a similar environment. The targets for the pupils' attainment in these tests are challenging and were met in English and exceeded in mathematics last year. Standards found during the inspection in Year 6 were not as good as those in the tests last year, being below average in English and mathematics. However, this group of pupils performed particularly poorly in the tests for seven year olds four years ago, and they have made very good progress. The school gives art and design a high profile and there are many examples of high quality artwork. Pupils of all ability levels achieve very well during their time in the school. Those with special educational needs make particularly good progress relative to their abilities as there is excellent provision made for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils thoroughly enjoy coming to school, work very hard and are enthusiastically involved in all the school has to offer.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. There have been a couple of fully justified temporary exclusions in recent years which have been supported by the parents of the pupils involved.
Personal development and relationships	The pupils are developing excellently into very mature and responsible young citizens capable of thinking for themselves. Relationships are excellent.
Attendance	Rates of attendance are improving and are now in line with the national average. Almost all pupils arrive at school on time.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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, with a high proportion of lessons observed being very good or excellent. The teaching of basic skills is particularly effective and the pupils learn these necessary skills very well. This is especially true in literacy and numeracy, where the school has conducted very careful analysis of the skills that different groups of pupils need to be taught. These skills are then developed very well as they are carefully planned into lessons. The provision for pupils with special educational needs is outstandingly well catered for as they have very detailed individual plans for their progress. These plans are addressed very well, both by teachers and by classroom support assistants. The teamwork between these adults ensures the very good progress of these pupils. The teachers make every effort to make their lessons interesting and relevant to the pupils. The pupils are consequently interested and keen to learn. The teachers also manage their classes very well, creating a very good learning environment for their pupils. The pupils respond very well to this, try hard and concentrate well for long periods. The excellent relationships and the high expectations that the teachers have of the pupils' work and behaviour help to create this atmosphere. In the lessons that are satisfactory, the pupils are not so well involved in their learning as work is not always so well matched to their abilities and the pace of learning is not as fast. In general, the teachers meet the needs of all their pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and particularly suitable curriculum for the pupils. However, less time is spent in teaching and learning than that which is recommended and therefore provision for some subjects, physical education for example, suffers.
Provision for pupils with special educational needs	Excellent provision is made for those pupils with special educational needs. Their needs are identified early and very careful individual plans are made and regularly reviewed to ensure that they make the best possible progress. They are very well supported in lessons by a skilled team of classroom support assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for the pupils' personal development. Many opportunities are planned to promote their spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school is a safe, caring, welcoming and clean place for the pupils. Procedures for measuring the pupils' progress are very thorough. The systems for using these procedures to plan for the next stage of pupils' learning, although satisfactory, are not so well developed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the acting headteacher and other key staff	The acting headteacher provides excellent leadership for the school. Staff with management responsibilities support her very well. All staff work as a very effective team and there is an atmosphere of corporate support and encouragement throughout the school. The school is very well managed.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are well informed and supportive, but are not sufficiently involved in strategic planning.
The school's evaluation of its performance	The school is excellent at analysing its strengths and areas for development and creating plans for addressing the latter.
The strategic use of resources	All resources available to the school are used very well. Classroom support staff and other adults are particularly valuable in aiding pupils' learning. The school seeks all ways of obtaining the best possible value for money in its spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are expected to work hard. • The teaching is good. • The school is well led and managed. • Their children are making good progress. • The school is approachable. • The school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> • Levels of homework.

Well over half of the parents responded to the questionnaires, on which the above is based as there were few at the parents' meeting. As can be seen in earlier sections of this report, the inspectors agree wholeheartedly with all positive parental comments. The judgement of the inspection team is that levels of homework are satisfactory and that homework makes a good contribution to the pupils' learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve very well and make very good progress during their time in the school.

- 1 The pupils enter the school with well below average attainment and leave with generally average attainment. They therefore make very good progress during their time in the school. Standards achieved in the national tests have been improving significantly faster than the national average over recent years. This has been recognised with an achievement award from the Department for Education and Skills this year. There are high levels of mobility in the area, with nearly a quarter of pupils joining or leaving in any one year. The achievement of pupils is even more impressive because statistics show that those pupils joining are less able than those who leave.
- 2 Standards in science in the national tests have risen particularly strongly, from well below average in 1999 and 2000 to well above average in 2002 when compared with all schools. The major reason for this is the teaching of the subject using an experimental and investigative approach. Standards in English and mathematics have also risen. The school has carefully analysed the key skills that their pupils lack and put in place a programme to teach these skills very effectively. The literacy and numeracy strategies have been very successfully adapted to suit the pupils' particular needs and this has had a significant impact on their achievement.
- 3 Progress is particularly good for those pupils with special education needs. They have extremely clear individual education plans made for their progress. Both their teachers and the good number of experienced learning support assistants support them very well. The success of the school in catering for their needs attracts pupils with special educational needs to the school. The school has a high proportion of pupils with statements of special needs as well as a well above average proportion of pupils identified as having special educational needs. The standards being attained are therefore very creditable.

The quality of teaching and learning is very good.

- 4 The quality of teaching and learning is very good, with a high proportion of lessons observed being very good or excellent. Nearly half of all lessons were very good, with a further one in ten being excellent. Three in ten were good, with only one in ten being satisfactory. This very high quality of teaching is the major reason for the pupils' very good learning and achievement. This represents a considerable improvement since the last inspection.
- 5 There are a number of strengths of the teaching throughout the school. The teaching of basic skills is excellent. The school has conducted very careful analysis that has established the basic skills that these pupils lack and has created a very good structured approach to teaching these skills. The pupils are therefore learning these skills systematically and this is aiding their overall progress very significantly. The teachers make their lessons very interesting and relevant for the pupils. This ensures that the pupils are keen to do well and are involved in their learning. For example, in a very good science lesson in Year 4, where the pupils were learning about the different states of materials, the teacher used drama very effectively. The pupils were asked to represent solids, liquids or gases by their actions. Their movements showed very good understanding of the molecular properties of the various states and their interest and

enthusiasm for the learning was very good. The teachers are also very good at making sure that the subject matter is within their pupils' experiences. For example, in a very good art and design lesson, pupils were working on collages based on a relief of their locality. This was very well linked to their current work being done in geography. Their knowledge of their own area enhanced their learning in this lesson and some very good results were achieved.

- 6 The teachers have high expectations of both the pupils' performance and their behaviour. The parents appreciate these high expectations and spoke very positively of them in the responses to the questionnaires. The pupils respond very well to these high expectations, work very hard and behave very well. These expectations are based very firmly in the excellent relationships that exist within the school. In an excellent religious education lesson in Year 5, for example, the good use of humour very effectively encouraged the pupils to be involved and not be afraid to offer their ideas. The atmosphere created was one of mutual trust and respect, where the opinions of all were valued.
- 7 There is very good teamwork between the teachers and other adults. The classroom support assistants are particularly effective in supporting the learning of the pupils with special educational needs. They work very well together with the teachers, and therefore know clearly what the pupils for whom they are responsible need to learn in each lesson. In less successful lessons, where the teaching is satisfactory, the work is not always matched well to the needs of the pupils; they are less interested and the pace of learning is not so brisk.

The school is excellently led and the management of the school is very good overall.

- 8 The acting headteacher leads the school excellently. She has a very clear view of the direction for the school and its strengths and areas for development. Much of the success of leadership within the school is due to the teamwork that has been established. For example, all staff created the current School Improvement Plan during a training day. The governors are also invited to this day, as they are to all training days, but few are able to take the opportunity to be involved. All the staff were involved in preparing the school self evaluation form for the inspection as a team exercise. These corporate activities ensure that all are very aware of the strengths and areas for the development for the school and results in excellent self evaluation. An excellent example of this was the response to the areas for further investigation in the pre inspection commentary. A very clear and detailed response had been prepared for each of these for the inspection team before they arrived, with significant input from a number of staff. Levels of delegation are therefore very high. All staff with management responsibilities fulfil their roles very well, their contributions to the School Improvement Plan showing clear knowledge of their areas for responsibility.
- 9 The corporate identity of the school is very clear and has been excellently communicated to all. For example, applicants for any position in the school are asked at interview to explain their understanding of the school motto, "*Only the best is good enough*", and how it will relate to their role within the school. The governors are knowledgeable and well informed, but miss opportunities to become more involved in the strategic management of the school. In addition to the missed opportunity noted above, the members of the finance committee are not sufficiently involved in the strategic setting and monitoring of the budget.
- 10 All resources available to the school, personnel, physical and financial, are used very well. There are sufficient staff to enable the school to give all staff with management

responsibilities time during the week to fulfil their management roles. This is done well, and with very clear guidance. For example, lessons in most subjects are observed, books are scrutinised and planning is analysed. The coordinators therefore have a very clear picture of standards in their subjects. The paper each had produced for the inspection on standards exemplified this. Learning support assistants are very well deployed. They are experienced and work closely with teachers to ensure that they are very effective in aiding the learning of those pupils for whom they are responsible. Unusually, the learning support assistants are involved in performance management and have targets set for their own development. This is excellent practice. Learning resources are also used very well. For example, the teachers use a laptop and a projector to enhance learning in a number of lessons. The finances available to the school are used very effectively, with all the principles of best value being applied.

The provision for the pupils with special educational needs is excellent.

- 11 The well above average proportion of pupils with special educational needs make very good progress relative to their abilities. This is due to the excellent provision that is made for them. Their needs are identified early. In discussion with inspectors, parents confirmed that the school had analysed their children's difficulties in their first week or two. The individual plans that are created for the pupils are exemplary. They are very clear and give the teachers, support assistants, pupils and their parents very clear guidance on what they need to learn next. These plans are regularly reviewed and updated and parents are fully involved in these reviews.
- 12 The acting headteacher, who is the coordinator for special educational needs, is very knowledgeable. She has made it her business to research and understand a range of difficulties faced by the pupils. For example, there is a great deal of multi sensory learning, which she has introduced. She has also encouraged a number of parents to have their children tested for scotopic sensitivity and a number of pupils are provided with coloured lenses or overlays to ease this condition. All pupils, including the high number of pupils with statements of their special needs, are given every opportunity to take part in all aspects of the curriculum. It is recognised within the school that many of these pupils, although finding English and mathematics difficult, often gain self esteem from other aspects of the curriculum and school life. They are encouraged in these areas and many have considerable success.

The pupils are developing excellently into mature, thoughtful and responsible young citizens. Relationships at all levels in the school are excellent.

- 13 The school makes very good provision for the pupils' personal development and this results in the pupils' very good attitudes and behaviour. There are many examples around the school of the active contribution to the pupils' personal development. For example, in each class there are well kept and prominent notice boards with reminders, class rules and rotas. These give a good impression of the class as a social unit. Many of the notices are written in a way to emphasise good behaviour rather than criticise the unacceptable, encouraging good standards, and there is a good range of reward charts. A consistent approach to discipline was seen during the inspection, with all teachers and other adults applying the same policy. Good examples of personal education displays were seen, such as annotated drawings in one classroom on '*What makes a good friend*'. These had thoughtful comments, such as '*someone who never leaves you out*'. In the classrooms for the older pupils there is evidence of the teachers sharing targets with the pupils. This helps the pupils to be independent and aware of their own learning.

- 14 The very good provision results in very good attitudes and behaviour. The pupils listen very well to their teachers and to each other. They show excellent relationships with notable levels of maturity for their age. Several occasions were observed during the inspection when pupils spontaneously helped each other. For example, when one pupil was struggling to find a word in a dictionary, a classmate on the same table immediately offered to help, totally without prompting or fuss. They are quick to praise the efforts of others, for example, when the teacher in an art and design lesson praised a pupil's work, one of his colleagues said, *"I told you that you are good at art."* The pupils settle to work quickly and quietly and enjoy all the challenges that the teachers provide for them. Politeness and courtesy are part of the everyday life of the school. Members of the inspection team were made to feel very welcome. Resources are shared quite naturally and all classes were calm and orderly where any inappropriate behaviour was most exceptional, despite the high proportion of pupils with emotional and behavioural difficulties.

The pupils are cared for very well while they are in the school's charge.

- 15 The school is a very safe, secure and welcoming place for the pupils, where there are considerable levels of mutual trust and respect. The teachers know their pupils very well and are quick to compliment them and report on their progress. For example, when two boys who do not find it easy to work together had cooperated on an art and design project, the teacher was fulsome in her praise, so raising the self esteem of both. Another teacher was very aware that about a quarter of her class are left handed, which requires her to adapt the teaching of the skills of writing and manipulation of implements in art and design. In several classes the teacher ensured that the pupils were wearing their glasses or using coloured overlays to help with their scotopic sensitivity.
- 16 The arrangements for first aid are excellent, with a qualified first aider on duty throughout the school day. The pupils are very clear about what to do in a medical emergency and the first aider is very sensitive to the different needs of the pupils. Parents have such confidence in the arrangements that during the inspection two occasions were noted of parents asking advice of the first aider.

WHAT COULD BE IMPROVED

The time spent in teaching and learning is less than that which is nationally recommended and some subjects are suffering.

- 17 The time spent in teaching and learning is insufficiently long to enable all subjects to have the recommended teaching time. Allied to this, a number of sessions for literacy and numeracy are longer than recommended, which means that some subjects, such as physical education and religious education do not have sufficient time. Standards in subjects other than English, mathematics and science are not as good as in those subjects. The exception is art and design, where the very good curriculum and teaching are ensuring above average standards.

Clear targets for improvement aren't set for all pupils.

- 18 The systems for assessment are thorough and all pupils have clear targets set for their improvement from year to year. The pupils who have special educational needs have very clear targets set for their improvement in the short term. However, there are no clear targets set for other pupils to state how they are to reach their annual targets. No measurable steps are made although there are very precise learning objectives set for each lesson. These learning objectives are always shared with the pupils, but are not

always appropriate for all the pupils in a class. They are too demanding for some and insufficiently challenging for others.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to raise standards, the governors, acting headteacher and staff should:

- (1) adapt the structure of the school day to ensure that all subjects have sufficient time allocated.
- (2) improve the recording and use of assessments so that teachers can plan effectively and set targets for the next stage of learning for all pupils in both the short and long term.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	16	10	4	0	0	0
Percentage	9	49	30	12	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 about three percentage points.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	303
Number of full-time pupils known to be eligible for free school meals	94

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	17
Number of pupils on the school's special educational needs register	103

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	40
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	38	37	75

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	31	38
	Girls	30	30	35
	Total	55	61	73
Percentage of pupils At NC level 4 or above	School	73 (78)	81 (76)	97 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	24	30
	Girls	29	27	33
	Total	47	51	63
Percentage of pupils at NC level 4 or above	School	64 (65)	69 (64)	84 (67)
	National	73 (72)	74 (74)	82 (82)

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	301	2	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African	1		
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	1		
No ethnic group recorded			

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: Y3 – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	25.3
Average class size	27.4

Education support staff: Y3 – Y6

Total number of education support staff	18
Total aggregate hours worked per week	357

Financial information

Financial year	2001/2002
	£
Total income	727,054
Total expenditure	690,914
Expenditure per pupil	2,180
Balance brought forward from previous year	394
Balance carried forward to next year	36,534

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
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	303
Number of questionnaires returned	162

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	5	1	1
My child is making good progress in school.	60	36	2	1	1
Behaviour in the school is good.	42	48	6	1	4
My child gets the right amount of work to do at home.	38	41	16	4	1
The teaching is good.	59	38	1	0	2
I am kept well informed about how my child is getting on.	51	40	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	68	27	2	2	1
The school expects my child to work hard and achieve his or her best.	78	21	0	0	1
The school works closely with parents.	37	50	9	2	1
The school is well led and managed.	53	39	2	0	6
The school is helping my child become mature and responsible.	58	38	2	2	1
The school provides an interesting range of activities outside lessons.	55	35	6	2	2

Due to rounding, rows may not add up to 100 per cent.