

INSPECTION REPORT

ANGEL ROAD MIDDLE SCHOOL

Norwich

LEA area: Norfolk

Unique reference number: 120949

Headteacher: Mr L Holman

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 24 – 25 September 2002

Inspection number: 248201

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary

School category: Community

Age range of pupils: 8 – 12

Gender of pupils: Mixed

School address: Angel Road
Norwich
Norfolk

Postcode: NR3 3HS

Telephone number: 01603 425 494

Fax number: 01603 400 627

Appropriate authority: The governing body

Name of chair of governors: Mrs B Green

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

Angel Road Middle School is a popular school, close to the centre of Norwich. There are currently 340 boys and girls on roll, between the ages of 8 and 12 years. The number on roll has fallen slightly, as a result of an exceptionally large Year 7 leaving school for the next stage in their education. Pupils come from a wide range of social backgrounds, with about 40 per cent travelling some distance to attend the school. Twenty-three per cent of pupils are known to be eligible for free school meals, which is above the national average. Their attainment on entry to school varies, but overall is below average. Eighteen per cent of pupils are on the school's register for pupils with special educational needs under the new Code of Practice for the identification of such pupils, and six pupils have Statements of Special Educational Need. Around 2 per cent of pupils come from homes where English is not their first language. Most of these pupils speak English well and all are fully included in all the school's activities.

HOW GOOD THE SCHOOL IS

This is a very effective school. Pupils join with widely varying levels of attainment. Their attainment and progress in English, mathematics and science are closely monitored, and pupils demonstrably achieve very well in relation to their abilities. Standards in English, for many pupils, and in mathematics and science overall, are consistently above average by the end of Year 6. Pupils in Year 7 continue to achieve very well and are fully prepared for the next stage in their education. Teaching is consistently good, and often very good, and the quality of learning is good as a result. Teachers work particularly hard to ensure all pupils, whatever their background and abilities, are fully included in all activities. The school is very well led and managed and provides very good value for money.

What the school does well

- Good and very good teaching enables pupils of all abilities to achieve very well.
- Pupils' personal development is very good as a result of the school's very good provision and highly effective behaviour management.
- The school provides a broad and interesting curriculum, with very good provision for activities outside school.
- The school is very well led and managed, and all staff work closely together as a dedicated and effective team.

What could be improved

- Assessment in subjects other than English, mathematics and science could be improved.
- Writing in different subjects could be planned more formally.
- Greater use could be made of information and communication technology across the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the issues raised at the last inspection in February 1998. Attainment in mathematics has improved significantly and is consistently above the national average. Provision for pupils with special educational needs is good and they achieve well in relation to their abilities. Teaching and learning are monitored closely and regularly. The school meets statutory requirements for information and communication technology and in the information it provides for parents in its prospectus and annual governors' report, and the teaching time for Year 7 has been lengthened.

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	C	C	C	B
Mathematics	C	B	B	A
Science	A	A	B	A

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

The table shows that over time pupils' attainment in the national tests in English is consistently in line with the national average, with attainment in mathematics and science being above the national average. Compared with schools having a similar intake of pupils, attainment in English is above average, and is well above average in mathematics and science. Pupils' attainment when they join the school varies considerably, but is below average overall. In the 2002 National Curriculum tests, attainment in mathematics and science was above the national average, both at the expected Level 4 and the higher Level 5, as it was in 2001. In English, whilst the overall percentage of pupils reaching Level 4 and above was slightly below the national average, achievement at the higher Level 5 was above average. Although full comparisons are not yet available, it is likely that pupils' performance in the 2002 tests will match that of previous years. This is all credit to the teaching in the school; with its comprehensive assessment systems in English, mathematics and science showing that boys and girls of all abilities and backgrounds achieve very well and make very good progress during their time in school.

These results are supported by an examination of work in pupils' books. This shows standards in English to be average, with a substantial proportion of work being above average. In mathematics, standards overall are above average. Pupils in Year 7 continue to make good progress during their final year in school. Standards in English are average and are above average in mathematics by the time they leave at the age of 12 years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils really enjoy coming to school, concentrate very well and are proud of their achievements.
Behaviour, in and out of classrooms	Good overall. The school's very good procedures for managing behaviour are highly effective and the vast majority of pupils behave well.
Personal development and relationships	Very good. Pupils are polite, friendly and considerate towards adults and each other. They develop as mature and thoughtful individuals during their time in school.
Attendance	Good. Unauthorised absence is low and most pupils arrive in very good time in the mornings.

The school's ethos of valuing and including all pupils results in very good relationships between all involved in its life and work, very positive attitudes and very effective personal development for all pupils.

TEACHING AND LEARNING

Teaching of pupils in:	Years 4 – 7
Quality of teaching	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 is good throughout the school, with a significant proportion being very good. Teaching in English and mathematics is good. Boys and girls make very good progress in acquiring the basic skills in literacy and numeracy, with teaching in groups organised according to ability making a valuable contribution to this. Pupils with special educational needs are well supported in these groups and achieve well in relation to their abilities. Pupils for whom English is an additional language are well supported within class and with specialist support, and also achieve well. Teachers have a good knowledge and understanding of the subjects they teach and the school maximises on individual expertise and enthusiasm to enhance the quality of learning, for example in music and physical education. Teachers work hard to make lessons interesting and relevant, and to ensure all pupils are fully included in all activities. Lessons are brisk and characterised by an atmosphere of hard work and concentration. Pupils respond well to teachers' high expectations and very good management, and are interested in all they do. As a result, the quality of learning is good in all year groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and is relevant, broad and balanced. The range of extra-curricular activities is very good.
Provision for pupils with special educational needs	Good. Effective assessment identifies pupils' needs early and the co-ordinators manage provision well. Individual education plans are reviewed regularly and the requirements of the Code of Practice are met fully.
Provision for pupils with English as an additional language	Good. The majority of pupils speak English confidently and have no difficulty in taking a full part in lessons. Those at an early stage of language acquisition receive sympathetic support from the school, support services and their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' spiritual development is sound. It is very good for their personal, moral, social and cultural development, through the very many opportunities provided by the school to promote these important aspects.
How well the school cares for its pupils	Good overall. Procedures for monitoring and promoting good behaviour, and assessing attainment and progress in English, mathematics and science are very good.

Provision for extra-curricular activities, procedures for managing pupils' behaviour and for monitoring their attainment and progress in English, mathematics and science are strengths of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads the school very well, with the full support of governors and staff. Management by all staff with specific responsibilities is very good.
How well the governors fulfil their responsibilities	Satisfactory. Governors are deeply committed to the school and bring a good degree of expertise to their roles. Many are new to their roles, but their strategic monitoring of the school's work is developing well.
The school's evaluation of its performance	Good. The school regularly evaluates its work and has a clear picture of where development is needed. Plans for this are detailed and comprehensive.
The strategic use of resources	Good. The school makes full use of all resources, including essential specialist accommodation for the oldest pupils. All grants are spent for the full benefit of pupils.

The leadership and management by the headteacher and key staff ensure the aims and ethos of the school are implemented very effectively and that it operates smoothly. The principles of best value are applied well to all strategic decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-two per cent of parents returned questionnaires and 12 parents attended the meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school, behave well and develop mature and responsible attitudes. • Teaching is good, the school has high expectations and children make good progress. • The school is led and managed well, and is approachable when they have concerns. • The range of extra-curricular activities is good. 	<ul style="list-style-type: none"> • A minority of parents do not feel the school works closely with them or keeps them well informed about their children's progress. • A minority of parents do not feel the amount of homework set is appropriate.

Inspectors fully support parents' positive views about the school. Inspection findings show that homework is relevant and appropriate to pupils' ages. The school provides a good level of information for parents, but is aware of parents' wish to have an early opportunity to meet their child's new teacher.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Good and very good teaching enables pupils of all abilities to achieve very well.

1. The quality of teaching is a strength of the school. Half of the lessons seen during the inspection were good and a further one in five was very good. The tiny amount of unsatisfactory teaching, where the pace of the lesson was uncharacteristically slow, was the exception rather than the rule. Teachers work very hard to make lessons stimulating and interesting, with considerable success. Talented story telling in a Year 5 literacy lesson, for example, and the smooth links between the different elements of the lesson, had the pupils enthralled and following enthusiastically. Individual talent and expertise is shared very effectively with pupils, who respond positively to the challenges set. In a Year 7 music lesson, for example, aiming to improve the singing performance of harvest songs, pupils made clear and evident progress during the course of the session. The quality of learning is consistently good and pupils are interested, enthused and engrossed in their activities. The work in pupils' books, and the high quality of work in displays around the school, show clearly that pupils take pride in their achievements. This is also evident in lessons, where all pupils' contributions are valued by the teacher and their peers, often celebrated with 'silent cheers'!
2. Lesson planning is comprehensive, with clear objectives, which are shared fully with pupils. As a result, boys and girls are clear about what is expected of them and they enjoy the challenges provided. In the best lessons, these objectives are revisited regularly, as in a Year 6 art lesson, and reviewed at the end to evaluate how successfully they have been met. Pupils are taught in groups organised by ability for English and mathematics, and this has a very positive impact on their progress and achievement in acquiring basic literacy and numeracy skills. For less-able groups, valuable time can be spent on reinforcing and consolidating what pupils know, understand and can do, and exciting challenge can be provided for the more-able pupils, as was seen in a Year 4 mathematics lesson.
3. Teachers manage pupils' behaviour very well and lessons hum with purposeful activity, which has a positive impact on the quality of learning and pupils' progress. Pupils with special educational needs are supported well in class and learning support assistants make an invaluable contribution to the quality of learning for those pupils they support. Most pupils for whom English is an additional language have no difficulty understanding the work they are supposed to do. The few who need more help are supported sympathetically and effectively in class and by support teachers who visit the school. During lessons, teachers are very aware of the need to include all boys and girls fully in all activities, and have considerable success in involving everyone in the lesson.
4. Overall, teachers' knowledge and understanding of the subjects they teach, and obvious enjoyment in their work, is rewarded by equal interest and enjoyment from the pupils. This results in a high quality of learning throughout the school and very good achievement across the curriculum by boys and girls of all abilities. This is supported by clear evidence from assessment in English, mathematics and science, which shows the very good value added during pupils' time in the school.

Pupils' personal development is very good as a result of the school's very good provision and highly effective behaviour management.

5. The ethos of the school is very successful in developing mature, well-rounded individuals with a clear sense of their own worth and of their responsibilities towards society. Throughout the school, very positive relationships between adults and pupils, and between pupils themselves, characterise all its work. Teachers show pupils respect and are respected in their turn. Teachers implement the school's policy on behaviour management consistently and are rewarded by the good behaviour and polite, friendly attitudes displayed by the vast majority of pupils. The school is very effective in integrating and including pupils who have experienced difficulties elsewhere, and these pupils respond positively to the high expectations that abound. Pupils really enjoy coming to school; parents reporting that they want to arrive earlier and earlier in the mornings; and take full advantage of all the opportunities provided. They understand clearly what is expected of them and have a well-developed sense of right, wrong and justice. In all classes, pupils work together to establish their own rules and codes of conduct. Pupils value the attendance certificates awarded, which have effectively raised overall attendance figures.

6. The school's expectation that all pupils will behave sensibly and take responsibility for themselves and for others is met admirably. All boys and girls take a keen interest in their houses, avidly collecting house points and enjoying regular meetings and organised events. Older pupils take the responsibility of being house captain very seriously, for example, monitoring their peers' behaviour in assemblies and organising house activities. In sporting activities, squad captains fulfil their duties, such as ensuring kit is correct and refreshments are ordered, very responsibly. Year 7 pupils take charge of new pupils on their induction days, ensuring they feel welcomed by, and well informed about, their new school. These and other responsibilities make a very useful contribution to pupils' personal development.
7. The school's provision for pupils' personal, moral, social and cultural development is very good. All classes have regular personal, social and health education lessons, and value the opportunity to discuss issues that involve them closely, such as personal hygiene in Year 7. The oldest pupils have an additional pastoral hour, which is much appreciated by all. The very good provision for visits and visitors makes an invaluable contribution to pupils' social and cultural development. Year 4 pupils, for example, regularly visit a local senior citizens home, which provides insight into other people's lives and gives them the opportunity to entertain with songs and conversation. Residential visits, for example to France in Year 7 and a field study centre in Year 6, greatly enhance pupils' social development as well as their knowledge and understanding of language and ecology. Visits and visitors, such as representatives of the Indian community in Year 4, visits to the local church in Year 5 and to historic sites in Years 6 and 7 enable pupils to appreciate both their own and others' cultures effectively, through first-hand experience.

The school provides a broad and interesting curriculum, with very good provision for activities outside school.

8. The school works hard to provide pupils with a broad and balanced curriculum, which is interesting and relevant to their age and experience. All statutory requirements are met, with pupils in Year 7 particularly enjoying the debate generated by the introduction of citizenship to their timetable. Although some classrooms are rather small, the school makes full use of its valuable specialist accommodation to support teaching and learning across the curriculum, and teachers with particular expertise and enthusiasm work with different year groups to enhance greatly subjects such as music and physical education.
9. The curriculum is considerably enhanced by an extensive range of visits, visitors and extra-curricular activities. All year groups enjoy a wide range of these, which make an invaluable contribution to both their academic and personal development. The school makes very good use of the local environment to support the curriculum, particularly in science, geography and history. Year 5, for example, traced a river to its source and Year 6 made weekly visits to a science centre in the city. Historical visitors, such as the Roman soldier to Year 4, and visits to places of interest, such as Norwich Castle, effectively bring history to life. All activities are open to all pupils, and clubs and activities are very popular. They are planned carefully to ensure all boys and girls are included and they have to make choices, which makes a positive contribution to their personal development. The school runs a good number of sporting clubs, including football, netball, cross-country and athletics. Teams regularly enter competitions and are very successful in these, winning, for example, the City Athletic Championships for the last 18 years. Music plays an important part in the school's life and, in addition to the high standard achieved in lessons, the large choir and modern orchestra meet and take part in festivals regularly. All boys and girls enjoy taking part in dramatic productions, such as *Fantastic Mr Fox*, performed by the drama club and 'Wild Bunch'.
10. This very good provision makes an invaluable contribution to pupils' academic achievement and their personal, social and cultural development.

The school is very well led and managed, and all staff work closely together as a dedicated and effective team.

11. The headteacher leads the school very well and has a clear vision for the future. This is shared by all who work in the school and the teamwork between all staff is a significant strength. Management is very effective. Efficient delegation ensures the school works smoothly; all staff with specific responsibilities have a clear understanding of their roles and they fulfil these well.
12. Senior management maintains a detailed overview of the work of the school and its development through monitoring the curriculum, assessment and teaching and learning closely. They have regular meetings with, and reports from, other members of the management team. Year group leaders have a very close working relationship with each other and their teams. They manage both the curriculum and pupils' pastoral development very well. They maintain close links with other local schools, to ensure pupils' transition between different stages in their education is as smooth as possible. They liaise regularly with subject co-ordinators and each other to ensure pupils of the same age in different year groups receive similar experiences and that their knowledge and skills are developed progressively. Subject co-ordinators keep an efficient overview of their areas of responsibility and provide invaluable support and advice to their colleagues.
13. Governors provide much valued practical support for the school, with many visiting frequently to help in the classrooms. They have a clear understanding of the school's strengths and areas for development and bring a good degree of expertise to their roles. Whilst many are relatively new, and the governing body is short of some members, they are developing their role in strategic monitoring well.
14. All staff feel equally valued as essential members of the team. Learning support assistants are experienced and well informed and work closely with teachers and specific pupils to support learning in class. The office is manned efficiently and provides a cheerful and friendly 'front of house', which is greatly appreciated by parents and visitors. Day-to-day administration is very good. The caretaker and his team work tirelessly to clean and maintain the extensive site, with obvious success.

WHAT COULD BE IMPROVED

Assessment in subjects other than English, mathematics and science could be improved.

15. The school has very good systems in place for assessing, monitoring and tracking pupils' progress in English, mathematics and science throughout the school. As a result, information on individual pupils can be easily obtained and analysed to monitor their progress, and the school has a clear picture of the value added during their time in school. Analysis within different year groups gives the school detailed information about where development is needed, for example by gender or pupils' backgrounds. In English, this is supported by detailed assessment files, which contain examples of pupils' work indicating the level they have achieved, which effectively enables teachers to evaluate other work by different pupils. However, whilst teachers assess pupils' work in other subjects regularly and thoroughly, this is not done to a common format. As a result, the information cannot be analysed with the same efficiency and co-ordinators' knowledge of attainment and progress in their subjects is too dependent on reports from individual teachers.

Writing in different subjects could be planned more formally.

16. Pupils' write extensively in different subjects and this writing is lively and interesting. In Year 5, for example, pupils have written colourful and imaginative reports of a visit to a science centre and created their own effective version of myths and legends. In Year 6, pupils have written sensitively about 'Where I'd rather live' in geography and used imaginative vocabulary when writing about being a crew-member aboard the *Mary Rose* in history. Year 7 pupils have written persuasively about the relative merits of different contenders for the throne in 1066, generating very effective debate on moral issues. All this makes a very positive contribution to pupils' literacy skills. However, the school agrees it does not maximise on the valuable potential provided by these activities. Teachers do not specifically identify the development of literacy skills in lesson planning, or use the results to enhance their assessment of pupils' attainment in English.

Greater use could be made of information and communication technology across the curriculum.

17. The school has addressed the key issue from the last report, to ensure the full programme of study for information and communication technology (ICT) is provided, and attainment is in line with expectations for pupils' ages. Staff and pupils value and enjoy the opportunities provided by the well-equipped ICT suite. Teachers' knowledge and understanding of the subject is sound and all classes have timetabled sessions in the suite to improve their ICT skills. The school is also looking forward to additional hardware to be installed in the very near future, which will considerably enhance provision by providing computer systems in each classroom as well as more up-to-date equipment in the suite itself. Pupils use ICT competently for word-processing, for example, *The Battle of Death* stories in Year 6, and all pupils learn the valuable skill of touch-typing. Pupils regularly research information on the Internet for topics in many subjects, such as information on rivers in geography. They use control technology appropriately to program a sequence of traffic lights in Year 6 and manipulate the functions of a graphics program confidently to create borders in Year 5. Year 7 pupils use spreadsheets quickly and accurately to calculate the cost of a shopping spree. However, there is very little evidence of this work in the displays in classrooms and ICT is not used sufficiently to provide an additional dimension in different subjects, such as art. In Year 5, for example, whilst pupils have used a computer program to draw and label the parts of a plant, newspaper reports on *St Lucia Today* are all handwritten. There was no ICT in the displays in Years 4, 6 and 7, although a group of Year 6 pupils have produced lively power-point presentations following visits to the local football club study centre. The school is aware of the need to extend the use of ICT across the curriculum and also to review allocation of time in the suite, which currently is too heavily geared towards the Year 7 classes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This is a very effective school. Within this overall very positive picture, the governors, headteacher and staff could:

- develop consistent and easily managed systems for assessing pupils' attainment and progress in subjects other than English, mathematics and science;
- identify and plan specifically how pupils' writing skills are to be developed in subjects such as history and geography;
- extend the use of information and communication technology in all subjects across the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	5	13	7	1	0	0
Percentage	0	19	50	27	4	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 approximately four percentage points.

Information about the school's pupils

Pupils on the school's roll	Y4 – Y7
Number of pupils on the school's roll (FTE for part-time pupils) 2001 / 2002 figures.	353
Number of full-time pupils known to be eligible for free school meals	78

FTE means full-time equivalent.

Special educational needs	Y4 – Y7
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	5.8
National comparative data	6.3

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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	36	33	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25 (34)	27 (41)	32 (44)
	Girls	24 (49)	25 (47)	28 (55)
	Total	49 (83)	52 (88)	60 (99)
Percentage of pupils at NC level 4 or above	School	71 (79)	75 (84)	87 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25 (35)	27 (41)	32 (44)
	Girls	23 (51)	25 (47)	28 (54)
	Total	48 (86)	52 (88)	60 (98)
Percentage of pupils at NC level 4 or above	School	70 (82)	75 (84)	87 (93)
	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	298	1	0
White – Irish	0	0	0
White – any other White background	13	0	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	3	0	0
Asian or Asian British - Pakistani	0	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	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	35	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: Y4 – Y7

Total number of qualified teachers (FTE)	15.85
Number of pupils per qualified teacher	22
Average class size	29

Education support staff: Y4– Y7

Total number of education support staff	4
Total aggregate hours worked per week	77

FTE means full-time equivalent.

Financial information

Financial year	2001 / 2002
	£
Total income	819 270
Total expenditure	805 410
Expenditure per pupil	2 288
Balance brought forward from previous year	14 539
Balance carried forward to next year	28 399

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	332
Number of questionnaires returned	106
Percentage returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	59	36	1	1	3
Behaviour in the school is good.	52	45	1	0	2
My child gets the right amount of work to do at home.	44	39	11	2	4
The teaching is good.	65	32	0	1	2
I am kept well informed about how my child is getting on.	48	40	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	71	25	3	1	0
The school expects my child to work hard and achieve his or her best.	70	29	0	0	1
The school works closely with parents.	49	34	13	1	3
The school is well led and managed.	69	30	0	0	1
The school is helping my child become mature and responsible.	58	39	2	0	1
The school provides an interesting range of activities outside lessons.	63	27	4	1	5