

# INSPECTION REPORT

## **MARINE PARK FIRST SCHOOL**

Marine Gardens, Whitley Bay, Tyne and Wear.  
NE26 1EG

LEA area: North Tyneside

Unique reference number: 108589

Head teacher: Mrs. V.A.H. Murphy

Reporting inspector: Mrs. M. Warburton  
22522

Dates of inspection: 26<sup>th</sup> to 28<sup>th</sup> February 2001

Inspection number: 185911

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	Marine Gardens, Whitley Bay, Tyne and Wear.
Postcode:	NE26 1EG
Telephone number:	0191 2008723
Fax number:	0191 2008724
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. E. Baker
Date of previous inspection:	2 <sup>nd</sup> October 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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12503	Mr. M. Cundick	Lay inspector
31622	Mrs. L. Richardson	Team inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Marine Park First School is a larger than average school for pupils aged 3 to 9 years serving the local community within Whitley Bay. Pupils come from a variety of socio-economic groups and the percentage of pupils entitled to free school meals is around average at 13%. The percentage of pupils identified as having special educational needs is well below average and the percentage who have English as an additional language is higher than the national average. The school also has a small percentage of pupils who are temporarily homeless and living in bed and breakfast accommodation. Pupils' level of attainment on entry to the school is wide-ranging, but broadly average. The school shares a site with another, smaller, first school and outside space is limited. Current priorities for the school are to develop the curriculum in the light of new guidance, to update documentation and to evaluate the implementation of the foundation stage for children under five.

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

Marine Park First School provides a very good education for its pupils. Standards are high in English and mathematics in Key Stage 1 and the attitudes and behaviour of all pupils are strengths. The school has a very caring ethos, all pupils are known well and their personal development is of paramount importance to adults, who provide excellent role-models. The head teacher provides very good leadership and management. The school makes very effective use of the resources available to it and provides good value for money.

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

- Pupils achieve high standards in the nursery, in reading, speaking and listening and mathematics in Key Stage 1, and in information and communication technology throughout the school.
- Provision for pupils who have special educational needs, and English as an additional language, is very good. These pupils make good progress throughout the school, with great care taken to ensure that they have equality of access to the whole curriculum.
- Teaching is good overall, with some very good lessons throughout the school and some excellent lessons in Key Stage 1 and the nursery.
- Provision for pupils' personal development, including their moral, social and cultural development is very good and promotes very good attitudes and behaviour and excellent relationships.
- High levels of care and concern are shown for all pupils.
- The school has a very good relationship with parents, who are provided with good information about their children's progress and the curriculum.
- The head teacher provides very good leadership and management and is supported well by key staff and the governing body.

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

- The role of the subject co-ordinator, although already well developed, should be extended to provide support for, and the development of, teaching and learning.
- Further development of strategies for teaching numeracy would promote higher standards in Key Stage 2.
- The recent developments in individual target setting would be enhanced by a more consistent and focused approach to marking pupils' work and providing feedback.
- Pupils' progress, particularly in Key Stage 2, could be further improved by providing more opportunities for pupils to use their skills in investigative and creative situations across the curriculum.

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

The school has a considerable range of strengths and the areas identified for improvement have already been recognised and are set in the context of continuing development. There is already much good practice on which to build to achieve the recommended improvements.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1995. Since then standards in English, mathematics and information and communication technology have improved. All areas identified for improvement in the last inspection have been addressed.

Responsibilities of the senior management team have been reviewed and senior managers now have good levels of involvement in strategic planning. The role of subject co-ordinators in monitoring and evaluating the curriculum is secure, and they now have opportunity to further their involvement in monitoring and developing teaching and learning.

Record keeping practices have been further developed and are now good.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	B	A	A
Writing	A	B	B	B
Mathematics	C	A	A	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The above table shows that overall, standards at the end of Key Stage 1 have remained above or well above average for the past three years. Observation of lessons and scrutiny of pupils' work during the inspection confirmed that standards in Key Stage 1 are above expectation for age in English and mathematics. Teacher assessment and inspection evidence indicates that standards in science are around expectation for age throughout the school. Standards in Key Stage 2 are also in line with expectation for age in English and mathematics and reading is better. Children in the nursery attain standards beyond the expectation for pupils in the foundation stage. Standards in ICT are higher than would be expected throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They enjoy their lessons and the opportunities to learn.
Behaviour, in and out of classrooms	Behaviour is very good, particularly in the context of high pupil numbers in restricted external play space. This helps to create a disciplined and orderly community.
Personal development and relationships	Personal development is excellent. Relationships are caring and supportive. Pupils respect one another and their teachers.
Attendance	Good, above the national average. Pupils enjoy coming to school.

Pupils' attitudes and values are strengths of the school and are developed through the positive, caring relationships that exist between all members of the school community.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-9 years
Lessons seen overall	Good	Very 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.*

Teaching is consistently good throughout the school with some excellent lessons in the nursery and Key Stage 1. Teachers plan and prepare their lessons carefully, the basic skills in literacy and numeracy are taught well and the range of teaching approaches helps to sustain pupils' interest and motivation. Occasionally, in Key Stage 2, work is too easy and this affects the pace and quality of learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum with an appropriate emphasis on the basic skills in literacy and numeracy. The curriculum is enhanced by a good range of topic and subject-related visits and extra-curricular activities. However, there are limited opportunities for pupils to apply their basic skills and deepen their understanding through investigation, experimentation and creativity.
Provision for pupils with special educational needs	This is very good. The school provides a significant amount of support for pupils with special needs which is made very effective through joint planning between support staff and class teachers.
Provision for pupils with English as an additional language	Very good. These pupils are fully integrated into the life of the school and receive good levels of support to ensure full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength of the school. Pupils have a clear understanding of right and wrong and their behaviour in class is very good. The school ensures good understanding of a range of cultures and traditions through strong links with families and the local community.
How well the school cares for its pupils	Staff provide a very caring and supportive environment for pupils. The staff know individual pupils well and respond to their needs. Very good support is provided for pupils with special educational needs, English as an additional language and for those who are transient.

The school provides a good range and quantity of opportunities in the statutory and non-statutory curriculum to meet pupils' interests, aptitudes and needs. However, opportunities for pupils to use their well-developed basic skills in independent, open-ended, creative work could be further developed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher is a very good, professional role-model for all members of staff. She knows the children extremely well and this provides good support for both their academic and personal development. Management systems are rigorous and effective. This usefully supports senior members of staff in fulfilling their responsibilities.
How well the governors fulfil their responsibilities	The governing body is very supportive and knows the school well. Governors are appropriately involved in strategic planning and monitoring activities.
The school's evaluation of its performance	Good systems are in place to monitor and evaluate the curriculum. The monitoring of teaching and learning is systematic but key subject leaders are not fully involved in this process. The school makes good use of available data to identify areas for development.
The strategic use of resources	Very good. The head teacher and governing body ensure that the resources available to the school are used to enhance and support identified priorities to secure improvements in standards.

The school is very well led and managed by the head teacher, fully supported by an active governing body and highly competent senior staff. There is a supportive, developmental climate and the school is fully aware of its strengths and areas to develop. Care is taken to ensure that the principles of best value are applied.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The quality of teaching.</li> <li>• The way the school is led and managed.</li> <li>• The way in which their children are expected to do their best.</li> <li>• The welcoming atmosphere of the school.</li> <li>• The progress their children make.</li> <li>• Their children enjoy school.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents requested an increase in the range of outside activities.</li> </ul>

The inspection team agrees with the positive views of the school expressed by the majority of parents. The inspection team feels that the school provides a very good range of extra-curricular activities for children of this age.

## **PART B: COMMENTARY**

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

#### **Pupils achieve high standards in the nursery, in reading, speaking and listening and mathematics in Key Stage 1 and in information and communication technology (ICT) throughout the school**

1. Pupils' attainment on entry to the nursery is wide-ranging. Overall they make very good progress towards the early learning goals for children who are five. They are confident, can make choices, take turns and socialise well together. They listen well and can concentrate. Many have a good vocabulary and speak in extended sentences, for example when talking about recent holidays. Many can count five objects and some can count up to ten. The most able can identify two-dimensional shapes and recognise their properties.
2. Pupils in Key Stage 1 are good readers and their speaking and listening skills are well developed. Many read fluently, with expression, and employ appropriate phonetic strategies when faced with unfamiliar words. They access information books to help them with their work. Almost all pupils are good listeners – they listen attentively to their teachers and to each other. They contribute confidently to discussions and are willing participants in oral work. In a Year 1 lesson focusing on phonic development, pupils enthusiastically identified words beginning with “sh” – shrimps, shivering, shelter, sharing – demonstrating a grasp of vocabulary that is beyond expectation for age.
3. In ICT pupils' attainment is above expectation for age, with high attainment in all aspects observed. Pupils in Year 1 can use simple data-handling and drawing packages, while in Year 2 pupils are familiar with word-processing. In a very good lesson in the ICT suite Year 3 pupils designed and printed covers for their geography topic books. They could drag text and pictures, add borders, insert pictures and change their size. In a whole-school project “Salty Bear”, which included strong links with HMS Newcastle, the use of digital cameras and e-mail was evident in display. ICT is used well to support work in other subjects, for example to consolidate phonic knowledge in Year 1 and to search for information about soil in a Year 4 science lesson.

#### **Provision for pupils who have special educational needs (SEN) and English as an additional language (EAL) is very good. These pupils are fully integrated into the life of the school and receive good levels of support to ensure full access to the curriculum**

4. Provision for SEN is a strength of the school.
5. The school allocates more than double the amount funded through the school's budget share to SEN. The SEN budget funds significant additional teacher and support staff time.

6. There are sound systems in place for identifying pupils in need of support at an early stage. The school has very good relationships with parents so any concerns are discussed informally between them and class teachers. Other staff and agencies are involved appropriately at the next stages. Detailed individual educational plans (IEPs) are drawn up with appropriate short-term small-step targets that are reviewed regularly to monitor pupils' progress. From Stage 2 onwards parents are invited to reviews which take place at least annually, but are generally termly for most pupils.
7. Specialist staff have had appropriate training and share their expertise with other staff through joint planning meetings. All staff took part in a professional development session on Dyslexia recently.
8. Support for pupils with special needs is given through a mixture of individual and small group withdrawal (mostly in English) and in-class support (mostly in mathematics). The most effective support through withdrawal is provided as a result of joint planning that takes place weekly between class teachers and support teachers.
9. Pupils with statements of special educational needs are withdrawn for support in accordance with the detail set out in statements and IEPs. Support staff maintain very thorough detailed plans and assessments of pupils' progress. These pupils are making sound progress in developing basic skills and knowledge. They are making very good progress in levels of confidence and attitudes to work. Staff provide a range of additional activities outside of the curriculum to enable these and other pupils with special needs to use their strengths to shine in their own and others' eyes.
10. The very good relationships noted in other aspects of the school also contribute very positively to the school's provision for pupils with SEN. The designated support teacher offers a weekly "drop-in" session for staff and parents where concerns are discussed and strategies are offered. This teacher provides games that pupils and families can borrow for use at home. Opportunities are available for pupils to discuss difficulties and concerns with the additional support teacher.
11. Additional support is also available for pupils with EAL and these children are very well integrated and enabled to have access to the whole curriculum.

**Teaching is good overall, with some very good lessons throughout the school and some excellent lessons in the nursery and Key Stage 1**

12. The high quality provision, coupled with excellent and very good teaching in the nursery, ensures that the needs and abilities of very young children are met. Activities are carefully structured to help children develop language, mathematical and social skills. The nursery is very well-organised and adults work together very well. Routines are well established and teachers' language is stimulating, questioning and sensitive.
13. Teaching at Key Stage 1 is good and sometimes very good or excellent. Planning is detailed and preparation is thorough to ensure that challenging tasks are matched to children's ability levels to motivate and interest. Lessons are very well structured and key basic skills of literacy and numeracy are taught well. In an excellent numeracy lesson in Year 1 high levels of teacher knowledge and enthusiasm, detailed planning, high expectations and well matched tasks ensured that pupils of all abilities made excellent progress in their ability to use and apply their mathematical knowledge and understanding.

14. Overall at Key Stage 2 teaching is satisfactory and sometimes good or very good. In the best lessons effective planning, preparation and high levels of subject knowledge allow teachers to clearly explain and demonstrate the learning intention. The variety of teaching approaches within these lessons helps to sustain pupils' interest and motivation. In some lessons, however, the pace and quality of learning is not as good as it should be because the work is too easy. This occurred particularly in mathematics, where pupils were asked to record calculations they could do mentally and were given tasks to reinforce setting out work in a standard way. Although the key skills in literacy and numeracy continue to be taught effectively, teachers provide insufficient opportunities to use these skills in more open-ended situations.

**Provision for pupils' personal development, including their moral, social and cultural development is very good and promotes very good attitudes and behaviour and excellent relationships**

15. Spiritual, moral, social and cultural development is a strength of the school. All adults at the school provide very good role-models for pupils, they speak with respect to each other. The head teacher and teaching staff have clear, high expectations of pupils' positive relationships with each other. Pupils offer to share resources with each other, they take turns and they are very aware of the needs of others, for example in discussion with pupils in the School Council, they highlighted their concern for others who are hurt or are in need of a friend. Pupils have a clear understanding of right and wrong, examples are regularly discussed by the head teacher and teachers in assemblies and in class. Good opportunities are provided to explore cultural traditions. The school uses its close relationship with ethnic minority families very well to provide an insight into different cultures for all pupils. Knowledge of religious cultures and traditions, mainly Christian, is enhanced by visits from local religious leaders. During the inspection there was limited opportunity to review evidence of the school's provision for pupils' spiritual development.
16. Pupils take initiative through the School Council and they have a strong sense of responsibility for younger pupils and those who need help. Year 4 pupils take responsibility with a lunchtime supervisory assistant for telling stories and singing rhymes and songs to reception class pupils every lunch hour.
17. Pupils are keen and eager to come to school and show high levels of interest in school life. They are generally very interested in learning in lessons, attention levels are high, they listen carefully and respond well to teachers' questions. They apply themselves well to their work and try hard, concentrate for good periods of time, are well-focused on tasks and consequently make good use of time in lessons.
18. Pupils' behaviour is generally very good in lessons. They respond positively to instructions and requests from teachers and other adults. Behaviour outside is good, pupils abide by well established routines and play well in the limited outdoor play area. They are courteous and polite towards adults. In lessons pupils use resources with care and take responsibility for keeping spaces around them tidy. They appreciate the way the school rewards good behaviour and deals with any misbehaviour explicitly.

19. Relationships throughout the school are excellent. Pupils show a great deal of empathy towards each other, they share resources without prompting, they make newcomers very welcome by including them in their talk and play, they talk very positively about the inclusion of pupils who speak little or no English.
20. There was no indication of bullying, sexism or racism during the inspection. From the children's contribution to discussion it is clear that the school takes positive steps to deal with any incidents that occur. Pupils understand what bullying is and have great confidence in the teachers' ability to deal with it. Teachers provide equal opportunities for both sexes. They direct questions and comments equally to boys and girls. Pupils from ethnic minorities are well integrated through the EAL programme and through the friendly welcoming attitudes of pupils.

### **High levels of care and concern are shown for all pupils**

21. Staff provide a very caring and supportive environment for all pupils. They know individual children well and respond to their needs. They are alert to any health and safety or child protection issues. Very good support is provided for pupils who are transient or have SEN and EAL. The head teacher provides an excellent role-model in ensuring high levels of concern for the welfare of pupils and their families.

### **The school has very good relationships with parents**

22. Parents are very appreciative of all aspects of education provided by the school and the range of opportunities for them to be involved in their children's academic and personal development. The school has a very welcoming atmosphere. Parents are encouraged to bring their children into the school buildings at the start of the day. This gives them an opportunity to discuss any concerns about their children informally with the class teacher and to look at displays and their children's work. Teachers promptly bring any concerns they have to parents' attention and care is taken to ensure that there are frequent opportunities for informal liaison.
23. The school provides good information to parents about their children's progress and the curriculum. There are regular open evenings with more formal opportunities to discuss children's work, and detailed written reports are sent out annually. The school holds sessions to give parents information about the curriculum or any relevant developments.

### **The head teacher provides very good leadership and management**

24. The school is very well led and managed. The head teacher effectively combines personal care and concern for all pupils with rigorous management systems. This promotes a friendly, caring ethos and an efficiently run school. Systems in place enable others to carry out their duties effectively. The governing body, although currently below strength, is very supportive and the committee structure and frequency of meetings ensures their efficiency.
25. As an effective role-model, the head teacher encourages younger members of staff to develop professionally and enables them gradually to assume responsibility for curriculum and other areas. The roles of senior staff are well established and clear, and this enhances the smooth running of the school. Day-to-day administration is very efficient.

26. The school uses its complex accommodation very well. It is very clean and well maintained and this makes a positive contribution to establishing an environment that is conducive to pupils' learning.

### **WHAT COULD BE IMPROVED**

#### **The well-developed role of subject leaders could be further extended to provide support for, and development of, teaching and learning**

27. Since the last inspection the role of subject leaders has been developed to ensure their involvement in monitoring and evaluating the curriculum. Each subject now has its' own action plan and co-ordinators are building up portfolios of pupils' work to exemplify standards attained in year groups and the range of the curriculum. The role of co-ordinators in developing teaching and learning is at an early stage of development and this needs to continue. Although some monitoring of teaching has taken place, co-ordinators should now be involved in supporting their colleagues in developing teaching styles and approaches relevant to their subject, for example the teaching of written methods in numeracy, and developing investigations in science.

#### **Further development of strategies for teaching numeracy could promote higher standards in Key Stage 2**

28. The school has implemented the numeracy strategy appropriately and accessed relevant training. This has given a good start to the teaching of the numeracy hour throughout the school. Mental calculation strategies are generally taught well, but the explicit link between these and written methods is not clearly evident. The premature teaching of standard written methods sometimes detracts from children's understanding of more complex calculations. Opportunities to carry out investigative and problem-solving work could usefully be extended.

#### **The recent developments in individual target setting would be enhanced by a more consistent and focused approach to marking pupils' work and providing feedback**

29. The school is developing a good approach to individual target-setting which helps children to understand clearly what they need to learn next, and teachers to track their progress in detail. However, the marking of pupils' work is inconsistent. Although there are some good examples of teachers' marking giving focused feedback to children about what they have done well and what they need to do next, this would benefit from further development to ensure consistency and to provide more effective regular information to pupils about their progress.

#### **Pupils' progress, particularly in Key Stage 2, could be further improved by providing more opportunities for pupils to use their skills in investigative and creative situations across the curriculum**

30. Throughout the school the basic skills in literacy and numeracy are usually taught well and pupils make good progress. However, opportunities for pupils to use these skills in independent, open-ended creative work are limited. Tasks are often highly structured, restricting opportunities for pupils to extend their thinking and understanding. In the reception class for example, most of the pupils' writing observed in their books was under-writing the teacher's script, with opportunities provided for pupils to develop their own emergent writing less well represented. Grammar and spelling exercises in Key Stage 2 show good technical ability but this is not always transferred to more creative writing.

### **What should the school do to improve further?**

31. In order to address the areas identified in the report where improvement could be made the school should:

Continue to develop the role of subject co-ordinator so that:

- their expertise in developing subject-specific teaching and learning is shared more widely;
- the good examples of marking are evident in all classes and across all subjects;
- more opportunities for investigative and creative work are provided 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	7

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	38	38	15	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	30	374
Number of full-time pupils eligible for free school meals	0	52

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	3	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.2

#### 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 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	33	42	75

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	27	27	29
	Girls	41	41	42
	Total	68	68	71
Percentage of pupils at NC level 2 or above	School	91 (87)	91 (90)	95 (96)
	National	84 (92)	85 (83)	90 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	26	29	28
	Girls	37	40	38
	Total	63	69	66
Percentage of pupils at NC level 2 or above	School	84 (87)	92 (90)	88 (97)
	National	84 (82)	88 (86)	88 (87)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	11
Chinese	1
White	391
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	25.4:1
Average class size	20:1

#### **Education support staff: YR – Y4**

Total number of education support staff	3.6
Total aggregate hours worked per week	117

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	10:1

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	10:1
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	607,735.00
Total expenditure	615,926.00
Expenditure per pupil	1,679.00
Balance brought forward from previous year	23,827.00
Balance carried forward to next year	15,636.00

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	404
Number of questionnaires returned	201

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68.0	31.0	0	0	0
My child is making good progress in school.	69.0	29.0	0	0	1.0
Behaviour in the school is good.	64.0	35.0	0	0	0
My child gets the right amount of work to do at home.	55.0	38.0	5.0	1.0	2.0
The teaching is good.	80.0	20.0	0	0	0
I am kept well informed about how my child is getting on.	55.0	36.0	8.0	1.0	0
I would feel comfortable about approaching the school with questions or a problem.	76.0	21.0	3.0	0	0
The school expects my child to work hard and achieve his or her best.	77.0	22.0	1.0	0	1.0
The school works closely with parents.	64.0	28.0	6.0	0	3.0
The school is well led and managed.	81.0	18.0	0	0	0
The school is helping my child become mature and responsible.	66.0	32.0	1.0	0	2.0
The school provides an interesting range of activities outside lessons.	32.0	44.0	13.0	1.0	11.0