

ERRATUM

In the table headed **Attendance**, Authorised absence. School data should read 5.4.

INSPECTION REPORT

NEWHAM BRIDGE PRIMARY SCHOOL

Acklam

LEA area: Middlesbrough

Unique reference number: 111585

Headteacher: Mrs J. Icton

Reporting inspector: Robert B. Bonner
25384

Dates of inspection: 3 – 5 April 2000

Inspection number: 191877

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Cayton Drive Acklam Middlesbrough
Postcode:	TS5 7NJ
Telephone number:	01642 816884
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Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor Ron Lowes
Date of previous inspection:	10 February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Newham Bridge Primary School is an above average sized primary school for pupils between the ages of three and eleven. There are currently 273 full-time pupils, 132 boys and 141 girls, on the roll in the main school and this reflects a very slight increase since the previous inspection. A nursery unit caters for children from three years of age. There are 48 children who attend the nursery part time, 28 are boys and 20 are girls. Children transfer to the reception classes in the year that they are five years of age. At the time of the inspection, 15 children in the reception classes were under five. The children's attainment when they enter the reception class is below that expected of five-year-olds. A high proportion of pupils, 54 per cent, come from outside of the school's catchment area, many of these from a neighbouring area of high socio-economic deprivation. Twenty six per cent of pupils are entitled to free school meals, which is above the national average. There are 9 pupils, 3 per cent, from ethnic minority families, who have English as an additional language. The percentage of pupils who have special educational needs, 13 per cent, is below the national average, and the percentage of pupils with statement for educational needs, 0.4 per cent, is also below the national average.

HOW GOOD THE SCHOOL IS

Leadership and management of the school are very good, as is the quality of teaching. Although attainment at the end of Key Stage 2 is below the national average in English and mathematics, standards are rising. The school is effective in its work and provides good value for money.

What the school does well

- In comparison to similar schools standards in Key Stage 1 are well above average in reading, writing, mathematics and science.
- Standards in science at the end of Key Stage 2 are above the national average and well above this standard in comparison to similar schools.
- The leadership and management of the headteacher and key staff are very good. The school is very well supported by a committed team of teaching and ancillary staff.
- The work of the school is very well guided and supported by a well-informed governing body.
- The quality of teaching is very good throughout the school. Pupils make at least good progress through each key stage.
- Pupils' attitudes towards school are very good. They behave very well and enjoy excellent relationships with each other and adults.
- The ethos of the school is excellent. The school is committed to providing education of the highest quality with equal opportunities for all its pupils. The provision for pupils' spiritual, moral, social and cultural development is very good.
- Provision for pupils with special educational needs is very good.
- The school works very closely with parents who are in turn very supportive of its work.

What could be improved

- Standards in English and mathematics at the end of Key Stage 2.
- The consistency in the marking of pupils' work.
- The unsatisfactory condition and siting of toilets, particularly for the older 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 has made significant improvements since the time of the previous inspection in February 1997. All of the key issues have been tackled successfully and some of the lesser issues have also seen some improvement. There are now effective procedures for monitoring the teaching of the planned curriculum. The headteacher has monitored literacy lessons as part of staff consultations, and numeracy lessons as part of the annual appraisal cycle. Feedback has been provided on all occasions. Coordinators for mathematics, science, information technology and physical education have monitored lessons in their subject areas. There are plans for other coordinators to monitor teaching in their subjects. The school has been well supported by the local education authority in the development of this area of its work. The school has made very good progress in using the information gained through assessment to inform future planning. A thorough analysis is made of all assessments that are undertaken by pupils. Planning is adjusted on the basis of these findings, and individuals and groups of pupils are identified for further support. Efficient tracking procedures have been established to monitor the progress of each pupil and different cohorts. Individual targets are set for pupils in English, mathematics and attitudes and behaviour and these are discussed with parents at termly meetings. The

school provides a broad and balanced curriculum with an appropriate emphasis being placed on literacy and numeracy. Provision for pupils' multicultural development has improved, as have standards of behaviour, which are now very good. The school has good capacity for further improvement.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	D	C	well above average A above average B average C below average D well below average E
Mathematics	E	D	D	C	
Science	E	E	B	A	

Standards at the end of Key Stage 2 when compared with all schools were above average in science, but below this standard in English and mathematics. In comparison with similar schools, standards in English and mathematics were average and in science they were well above this standard. Over the past four years standards have been below the national average in all core subjects. There was a marked improvement in standards in science last year following targeted input by the school. There has been a steady rise in standards over the past four years in English. The trend in the school's average National Curriculum points for all core subjects was broadly in line with the national trend. There is a significant number of pupils that enter the school, other than at the usual time of admission, who have learning difficulties, which impacts on standards attained at the end of Key Stage 2. The introduction of the Literacy, and more recently the Numeracy Strategy, has begun to have a noticeable impact on standards, and so has the significant improvement in the quality of teaching. The school has identified that the addition of the Nursery in 1996 is also having a considerable impact on pupils' level of attainment. Inspection evidence supports this view, with children making at least good and sometimes very good progress in the early years of their education. Other positive measures have been undertaken by the school to continue this improvement, in particular the targeting and support of pupils with special educational needs. Although the attainment of pupils currently in Year 6 is below the national average in English and mathematics, they are making at least good progress. Standards in Key Stage 1 were average in reading and writing and above this standard in mathematics and science. In comparison with similar schools standards were well above average in reading, writing, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They clearly enjoy coming to school and are enthusiastic, interested and involved in their learning. This has a positive effect on their progress.
Behaviour, in and out of classrooms	Behaviour in lessons, assemblies and around the school is very good. Pupils are courteous and trustworthy, and are caring and thoughtful in their attitudes to others.
Personal development and relationships	The school offers its pupils a wide range of opportunities for their personal development. Pupils show initiative and take responsibility for many of the school's daily routines. The excellent personal relationships they enjoy with each other and with adults is an outstanding strength of the school.
Attendance	Attendance is good. The majority of pupils arrive on time for school, but a small minority is sometimes late.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very Good	Very Good	Very Good

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

Overall, teaching is very good throughout the school. In 87 per cent of lessons the quality of teaching is at least good, in 60 per cent it is very good. There was no unsatisfactory teaching observed. Teachers have good knowledge and understanding of the subjects they teach. They have high expectations of pupils and their work. Lessons are very well organised and time and resources are used effectively to promote pupils' learning. The teaching of literacy is very good. Teachers plan their lessons very well and work is well matched to the needs of individual pupils and facilitates them to make good and often very good progress in their learning. The teaching of numeracy is also very good. Lessons are very well planned and teachers ensure that all pupils are actively engaged in their lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the children who are under five is very good. The curriculum for pupils in Key Stages 1 and 2 is broad and balanced and meets statutory requirements. The quality and range of the curriculum is very good. The school provides a broad range of opportunities that meet the aptitudes and particular needs of all pupils, including those with special educational needs.
Provision for pupils with special educational needs	The provision is very good. The school has worked exceedingly hard to develop this area of its work. The coordinator and local authority support staff liaise successfully with class teachers. Teachers' planning ensures that work is well matched to pupils' needs and on-going records track progress made. Individual education plans contain clear achievable targets.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is very good and appropriate for their needs. They make very good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is very good, overall, and very good in each aspect. The school's ethos provides a strong focus for pupils' spiritual, moral, social and cultural development. All aspects are actively promoted. Provision of this aspect is a strength of the school.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are very good. Procedures for monitoring and eliminating oppressive behaviour are good. The school has effective practices to identify how well pupils are learning, particularly in the core subjects of English, mathematics and science and the achievements of different attainment groups.

The school works effectively in partnership with parents. The quality of information provided for parents, particularly about pupils' progress, is generally very good. All parents receive a regular and updated prospectus and annual governors' report, which are informative. Regular newsletters are sent to parents and home/school agreements are in place. Parent evenings are arranged to discuss the curriculum, pupils' reports, their progress and targets for improvement. A good number of parents work alongside pupils in the classroom or raise money for essential equipment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and other key staff are very good. The headteacher provides strong, effective leadership and, with the positive support of key management staff, gives a very clear direction for the development and improvement of the school.
How well the governors fulfil their responsibilities	The contribution of the governing body to the effective running of the school is very good. Governors are committed to the school and its work. They take their responsibilities seriously and are involved in all aspects of the life of the school. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school and its future development.
The school's evaluation of its performance	The headteacher monitors and evaluates the performance of staff and provides relevant training opportunities. There are effective procedures in place for assessing pupils' achievements and tracking the attainment of individuals and cohorts as they move through the school. The school employs effective measures to raise the achievements of all its pupils.
The strategic use of resources	The school makes good use of all resources made available to it. It effectively targets spending to agreed areas of priority, in particular meeting the educational needs of all its pupils, and the raising of standards. It applies the principles of best value for money in many aspects of its work.

The school has a sufficient number of well-qualified teaching and support staff, and a good supply of resources. While overall the school accommodation is satisfactory some aspects are good, the provision of toilets, particularly for pupils in Key Stage 2, is unsatisfactory.

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 enjoy going to school and are making good progress. • Children are well behaved. • The quality of teaching is good. • The values and attitudes promoted by the school. • It has a caring, pleasant hardworking ethos. • The school is well led and managed. 	<ul style="list-style-type: none"> • Greater clarity and consistency about the provision of homework. • The parents would like more information in advance of the subjects their children will study. • Some parents would like a greater range of activities outside lessons.

Inspection evidence strongly supports the positive view that parents have of the school. Inspectors generally support parents' views of what could be improved. There are good examples of homework being used in different classes, but this is not consistent throughout the school. The quality of information provided for parents is generally very good. Termly newsletters are very informative but only provide parents with broad headings about the topics pupils are to study. However, inspectors believe that the school provides a good range of extra-curricular activities and educational trips, visits and visitors to extend and enrich the curriculum.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards achieved by the pupils

1. The results of the National Curriculum tests at the end of Key Stage 2 indicate standards that were above average in science. In comparison to similar schools attainment was well above this standard. There was a marked improvement in standards in science last year following additional targeted input by the school.
2. In science, pupils in Year 6 have a clear understanding about the properties of light. They know that light travels in straight lines, that black surfaces absorb light, shiny surfaces reflect light and other surfaces scatter light. Pupils know that shadows are cast when light cannot pass through. They have a good understanding of the properties of various materials, how some are good thermal insulators, whilst others are not. They conduct fair tests recording their results accurately on a chart. They know how sounds are made and that they travel through different materials by vibrations. Pupils control variables when conducting experiments on various types of soil. They have a sound knowledge of solids, liquids and gases, displaying an understanding of evaporation and condensation through a range of experiments.
3. Baseline assessment of pupils on entry to the Nursery indicates a very wide range of attainment but standards are generally low in all areas of learning. This judgement is verified by inspection evidence. Children make at least good and sometimes very good progress in the nursery and reception classes. By the time they are five in the reception class, the majority achieves the nationally agreed Desirable Learning Outcomes for young children in most areas, but there are weaknesses particularly in language and literacy and finer motor skill development. The school has recognised that children's attainment on entry to the nursery and into the reception class has gradually fallen over recent years. This reflects a developing pattern of the school drawing children from a neighbouring area of high socio-economic deprivation.
4. The results of the 1999 National Curriculum tests and teacher assessments at the end of Key Stage 1 indicate that standards were average in reading and writing and above this standard in mathematics and science. When compared with similar schools, standards were well above average in reading, writing, mathematics and science. Relatively few pupils achieve at the higher levels. Standards in Key Stage 1 have fallen particularly in writing, which matches the national picture. Standards have also fallen slightly in reading and mathematics. Even so, over the last four years standards in reading were above the national average and in writing and mathematics they were well above this standard.
5. In English, the majority of pupils in Year 2 speak confidently during class discussions but a number of children find it difficult to sit and listen for any length of time. The speech of some of the lower-attaining pupils is grammatically incorrect and they have a limited vocabulary. Pupils enjoy books and the majority is developing an appropriate range of strategies for tackling unknown words, including using phonics and clues from pictures. Higher-attaining pupils use dictionaries efficiently, finding the word they require quickly. Pupils are provided with a good range of opportunities to write for different purposes. These include recipes, factual writing about such topics as hibernation and the life cycle of a butterfly and instructions on how to make cream. Higher attaining pupils express opinions concerning events and ideas in stories, poems and non-fiction. They learn how to structure stories by studying folk tales, and poems through the work of poets such as Michael Rosen and Richard Edwards. Pupils structure simple sentences and short phrases well and include capital letters and full stops. They know and use adjectives and alliteration. Spelling is generally accurate with the majority of common, simple words spelt accurately. Handwriting is generally well formed but few pupils are joining letters.
6. In mathematics, pupils in Year 2 use and apply mathematics in problem solving situations, and are developing an appropriate mathematical vocabulary. They are developing confident mental calculation skills. They add and subtract numbers up to and beyond 10, count in twos, fives and tens and are beginning to understand place value to 100. Higher-attaining pupils know their number bonds to 20 and beyond. Pupils know the difference between even and odd numbers, and can divide shapes equally into halves. They understand concepts such as longer and shorter and use standard measurements like centimetres and grams. They recognise and name two-dimensional shapes and know which have line symmetry.

7. In science, at the end of Key Stage 1, many pupils know the characteristics of living and non-living things and can use appropriate vocabulary to describe these characteristics. Through studying the life-cycle of a frog or investigating the growth of a seed, pupils learn that living creatures grow and change. They conduct simple experiments, such as investigating whether plants drink water, or the conditions seeds need to grow, and record their observations carefully.

Attitudes, personal development of the pupils and the relationships within the school

8. Pupils' attitudes to school life are very positive. Parents report that their children enjoy going to school. Pupils know they go to school to learn. They settle quickly to their lessons and are keen to get started. The majority of pupils listens attentively and is usually eager to answer questions. However, a minority finds it hard to listen for any length of time. Pupils enjoy the challenge of learning, showing a high level of interest and involvement when given an activity to do. They work hard with good levels of concentration and persevere even when they find the tasks difficult.
9. Parents' positive views about behaviour are confirmed by the inspection. Standards of behaviour in and around the school are very good. Pupils behave particularly well in lessons. Behaviour in assemblies, in the playground and the dining room is particularly impressive. Movement around the school is orderly. Those pupils who display unacceptable behaviour are well known and dealt with in a positive and effective manner by teaching and support staff. The behaviour of these pupils is monitored carefully and targets are set for improvement. There is an anti-bullying policy in school and no bullying was observed during the inspection. There have been two fixed term exclusions in the last school year.
10. Pupils generally show a very good level of maturity and confidence for their age. They are developing essential social skills. They are very polite and friendly. The quality of relationships in the school is excellent and is a strength of the school. Most pupils get on very well with each other and with adults in the school. Dining is a civilised social occasion with noise levels that allow easy conversation. Table manners are good. Pupils generally collaborate well and are prepared to listen to each other's views. They know the importance of taking turns and sharing. By the end of Key Stage 1, pupils are beginning to show a good level of independence, with many prepared to work hard on their tasks without too much direct supervision. For example, in the literacy hour the majority of pupils work well at their independent tasks. By the end of Key Stage 2, pupils show a high degree of responsibility as they answer the school telephone, look after younger pupils at lunch-time and do photocopying for teachers. Throughout the school, equipment and books are handled with respect and the school environment is well cared for. Pupils willingly take responsibility for keeping their classrooms tidy.
11. Attendance is good. This is the same situation as reported at the time of the previous inspection. The school has no unexplained long term absentees. Whilst the majority of pupils come to school and into classes on time, a small minority is late for school in a morning. Lessons commence promptly.

The high quality teaching and learning throughout the school

12. Overall the quality of teaching is very good throughout the school. Teaching in 87 per cent of lessons is good or better, in 60 per cent it is very good. No unsatisfactory teaching was observed during the inspection. This shows an improvement in the quality of teaching observed at the time of the last inspection, when nearly 11 per cent of teaching was very good or better and 7 per cent of teaching was unsatisfactory.
13. Teachers throughout the school have very good knowledge and understanding of the subjects they teach. They effectively use correct technical vocabulary for such subjects as literacy, numeracy and music, encouraging the pupils to use these terms appropriately. In such lessons as literacy, numeracy and science, teachers display a clear understanding of the subject content. In a Year 6 numeracy lesson, for example, the teacher's very clear explanations assisted pupils in their understanding. Based on their responses, the teacher effectively showed them how to rectify their calculations, using demonstrations productively, ensuring the pupils' understanding before moving on.
14. The teaching of literacy is very good. All lessons are very well planned to meet the requirements of the National Literacy Strategy with clear objectives and provision for appropriate tasks to meet

the needs of pupils at all levels of attainment. Teachers have high expectations and provide a good level of challenge to pupils. Questioning is used well to make pupils think and extend their understanding. The explanations and instructions which teachers give to pupils are clear and precise and enable pupils to approach their work with a clear understanding of what they should do. Good use is made of summary sessions at the end of lessons to assess pupils' knowledge and understanding and evaluate the progress that has been made.

15. The teaching of numeracy is very good. Although it is in its early stages of development, teachers have worked hard to adjust their planning and teaching to meet the requirements of the National Numeracy Strategy. It is already having a positive impact on standards due to the structure of lessons and the emphasis being placed on the development of mental and problem solving skills.
16. Pupils are helped by the very good teaching to acquire new knowledge at an appropriate pace. Lessons are well planned and ensure that all pupils make good gains in their lessons. Teachers plan effectively together to ensure that the pupils' work is challenging and well matched to their individual needs. Daily planning is very thorough and lesson objectives are clearly indicated and shared with the pupils. Here the sharing of lesson objectives enables the pupils to know clearly what they have to learn and so are fully involved in the set tasks. At the end of the session, teachers effectively reiterate the learning objectives and assess the progress pupils have made. In all subjects, there are good schemes of work to aid the teachers' planning and this gives them a secure framework for their work. Staff makes good use of assessments to help them to organise their future lessons. For example, teachers thoroughly assess progress made during the week in literacy and numeracy lessons, and then modify their planning to take these findings into account. Teachers' marking is not consistently applied across all classes or curriculum subjects. At its best, it provides pupils with a clear view of their achievements and information to target the next stages in their learning. Marking in these cases is both supportive and informative.
17. Practical and interesting lessons are planned by the teachers to engage the pupils' interests and challenge their thinking. In literacy and numeracy lessons in Key Stage 2, pupils are grouped according to their attainment and this ensures that work is carefully matched to pupils' individual needs. Effective teaching, accurate grouping and carefully matched work, all ensure that they learn well and make at least good gains in these lessons. Independent work, group tasks and pupils working in pairs are used well by the teachers according to the particular learning that is taking place. In lessons where pupils work independently they do so with a great deal of enthusiasm and concentration. The pace of learning is good. They persevere with tasks and use resources very well.
18. Teachers manage the pupils very well and insist on high standards of behaviour and application. Teachers have excellent relationships with the pupils in the class and this ensures that the pupils work in an atmosphere of constructive improvement. Pupils are asked to reflect upon their work and strive to constantly improve their individual tasks. Positive working habits are established in the nursery class with the youngest children. In all classes pupils work in an atmosphere where learning is clearly valued and improvement is sought.
19. All staff work very hard to ensure lessons are taught in an enthusiastic and interesting way. Teachers constantly examine their work and seek to improve their teaching skills. They discuss their lesson plans within their key stage groups. Monitoring of teaching helps the teachers to improve their work. Support staff are deployed effectively and they provide good help to teachers and pupils. Teachers and support staff work very closely together. This means that the pupils make good and often very good gains through their close co-operation. The effective use of time in lessons is considered extremely important and teachers ensure that all lessons start promptly. Pupils are given clear guidance on the time available and pace at which they are to work, and lessons generally proceed at a good pace. Resources and worksheets are of good quality and are used effectively by the staff to promote learning.
20. Teachers' use of homework is satisfactory overall. There are good examples of homework being used in different classes, but this is not consistent throughout the school. Regular homework includes reading, spellings and mathematics. Pupils of all ages are asked to research information at home and extend their school work at home.

The very good curricular and other opportunities offered to pupils

21. The school provides a broad range of opportunities which meet the interests, aptitudes and needs of pupils, including those with special educational needs.
22. The curriculum for children under the age of five is good. Reception planning is based on National Curriculum guidelines and Nursery planning addresses the six areas of learning for children who are under five. There is an appropriate emphasis on literacy and numeracy and particular attention is given to developing children's personal and social skills. The appropriate parts of the National Literacy and Numeracy Strategies have been successfully introduced in this age group.
23. The curriculum for pupils up to the ages of 7 and 11 is good and meets the statutory requirements of the National Curriculum and Locally Agreed Syllabus for religious education. The school successfully allocates time to each subject ensuring breadth and balance across the curriculum and appropriate time is placed on literacy and numeracy. The Literacy and Numeracy Strategies have been implemented smoothly, and the appointed governor has been fully involved in attending training and in monitoring lessons.
24. The school has a policy for teaching sex education and this is sensitively introduced to pupils when studying human beings in science. Parents are invited to view the material and, if they wish, withdraw their child from these lessons. The dangers of drug and substance abuse are also dealt with effectively through the school's Personal, Health and Social Education lessons.
25. The curriculum has been organised to maximise the learning opportunities for those pupils with special educational needs. Individual education plans are carefully constructed with achievable targets for literacy, numeracy and, where relevant, behavioural problems. Teachers use these targets well when planning their lessons. Parents are welcomed as partners in their children's education and are kept well informed of progress.
26. Curriculum planning is soundly based on well constructed schemes of work that provide good guidance for teachers as to the content to be covered each year. This results in pupils making continuous progress as they move through the school. Individual policy documents are in place for all subjects. The senior management team regularly monitors teaching, with particular emphasis on literacy and numeracy and this practice is having a good effect on the quality of teaching throughout the school. Curriculum coordinators are given time to monitor their subjects either through the scrutiny of planning and pupils' work or by working alongside colleagues. Short-term plans show clear statements of what pupils are expected to learn in lessons. Planning at this level includes specific activities for different groups of pupils where this is appropriate. Assessment opportunities are identified on teachers' medium-term and short-term plans.
27. A good range of extra-curricular activities and educational trips and visits extends the curriculum. Sporting activities include football, which is taken by members of Middlesbrough Football Club, netball, short tennis and country dancing. Teams representing the school regularly participate in local sporting competitions with neighbouring primary schools. There are clubs for French, science, homework, gardening, choir, art and in addition there is the Sunshine Corner and Family Learning Project.
28. Provision for equal opportunities is very good. There is a strong awareness among all staff of equal opportunities issues and they provide good role models. The school provides a broad range of worthwhile opportunities that meet the interests, aptitudes and particular needs including those of pupils with special educational needs. It has effective strategies for teaching the basic skills of literacy and numeracy. The school makes very good use of the specialist skills of support staff from the local education authority. Classroom provision is well organised to meet the needs of pupils with special educational needs. Arrangements for individual education plans are very effective in ensuring that individual needs are met. The provision in statements of special educational need is fully implemented.

The very good provision for pupils' spiritual, moral, social and cultural development

29. The school offers a secure, caring and welcoming environment. Its aims are clearly stated and are followed in the daily life of the school. All members of staff provide very good role models by showing respect and care for the individual and concern for the school as a community. The

provision for pupils' spiritual, moral, social and cultural development is very good. The vast majority of parents indicate, in response to the pre-inspection questionnaire, that the school is helping their child to become mature and responsible.

30. Provision for pupils' spiritual development is very good. It is fostered mainly through assemblies, the programme for religious education and in other subjects, such as English, science, history, geography, art and music. Assemblies effectively create an atmosphere that encourages spiritual awareness. An act of worship takes place daily, either for the whole school or in key stages. They satisfy statutory requirements and provide opportunities for pupils to reflect on their own lives and the lives of others. Music is used effectively to create an atmosphere of peace, calm and reflection. Pupils learn the importance of conservation and looking after our planet. In a Key Stage 1 assembly, pupils illustrated this point when, through a drama presentation, they highlighted the plight of endangered species, using animal masks that had been made in art lessons. Assemblies are used to celebrate achievement, thereby developing pupils' self-esteem whilst reinforcing the school's expectations. In a Key Stage 2 assembly, pupils reflected on and celebrated the many talents they have by sharing their work with others. Those listening were very attentive and supportive of the efforts of their peers. Pupils sang well and were beautifully accompanied by the school choir. Through such subjects as science, art and geography pupils are provided with opportunities to reflect on and gain a sense of awe and wonder of the natural world. For example, pupils in Key Stage 1 investigate the growth of nasturtiums, beans and sunflowers, study mini-beasts and make visits to such places as 'Natures World' where they participated in the national launch of the 64p stamp. In Key Stage 2, pupils make observational drawing of volcanoes, such as Mount Fuji, based on the work of Hokusai, revealing an appreciation of the beauty of the landscape. In English, they write poems, recording their reflections on music they have heard and prayers for the Millennium. In religious education, they learn about faiths such as Christianity and Islam, studying events such as Jesus in the Wilderness, and the traditions and practices of a Muslims.
31. The provision for pupils' moral development is very good. The ethos of the school, which encourages respect for self and others, provides a very strong and effective focus for pupils' moral development. Values are fostered through the caring and supportive relationships that exist between staff and pupils and by the good example of all who work in the school. High expectations of behaviour and an emphasis on developing self-discipline support pupils' moral development. Personal and social development is central to the aims of the school and teaching within this area fosters a sense of value, dignity, appreciation and achievement, in themselves and in others, including an understanding of right and wrong. Pupils' moral development is reinforced in assemblies and in religious education lessons. Right and wrong are emphasised throughout the school by staff, and pupils are encouraged at all times to care for one another, the school and the community. Relationships between staff and pupils and amongst the pupils themselves reflect the atmosphere of friendliness and support which is apparent throughout the school.
32. The school actively promotes the development of good social skills and pupils' social development is very good. Pupils' efforts are recorded on an 'Effort Chart' to be found in each classroom and there is a house point system that operates throughout the school. In addition there are progress charts for literacy, information technology and an award for 'Pupil of the Week'. In all lessons, pupils are encouraged to express their views, knowing that they will be given respect. Pupils are provided with many opportunities to take on responsibilities within their class as monitors for a variety of tasks. These responsibilities are extended, as they mature, and opportunities are provided to develop social skills and confidence to play an active role as citizens. Older pupils look after younger ones at lunchtimes and accompany them into assembly. They set up the apparatus for physical education lessons, prepare the hall for assemblies, answer the telephone at break-times and lunch-times and do photocopying for teachers. Paired and group work feature frequently in lessons and this helps to foster collaborative learning and team participation. These activities develop pupils' self-esteem, as well as their awareness of how to work as members of a team. Many visitors come into school. The police organise good citizenship days, representatives of different charities speak to the pupils about their work and ministers from local churches lead assemblies. Pupils regularly consider the needs of others less fortunate than themselves e.g. NSPCC, Children in Need, and Comic Relief and money raised at harvest festival services is distributed to specific charities. Pupils also raise money for the Blue Peter Appeal or, more recently, for the flood victims in Mozambique. This is a further aspect of the way in which pupils develop a wider sense of their place and role in society.

33. The provision for pupils' cultural development is very good. The school promotes the cultural traditions of its own area and of other cultures and countries. The aim is to celebrate cultural variety, rather than emphasise differences. Visits to places of interest, such as The Beamish Museum, play an important part in developing pupils understanding of cultural similarities and differences between the past and the present. Visitors into school include local artists like Mackenzie Thorpe who enriched the pupils' experience and provided them with new insights and techniques when painting animals. Pupils also study artists from other countries, including European artists like Piet Mondrian and Japanese artists like Hokusai. They produced their own felt and then created felt pictures and patterns of high quality in the style of those made in Turkey. In geography, they study the lives of people that are different to their own, for example those on the Scottish island of Struay. In history, pupils study the culture and lives of people from other civilisations such as the Ancient Egyptians and those nearer our time, like the Victorians. In religious education, pupils learn about Christianity and some of the major world religions and how beliefs can affect lifestyles. Ministers from local churches visit the school, take assemblies and welcome classes to their churches, in order to help pupils to learn about different religious traditions and beliefs.

The very good partnership the school has with parents

34. Parents have very positive views of the school. This is exemplified by comments made at the parents' meeting and through the parents' questionnaires. The school works effectively in partnership with parents. The school seeks to promote an 'open door' policy encouraging parents to liaise with teaching and support staff as much as possible. On issues such as class sizes, parents have been consulted and appropriate action has been taken. Information meetings held for new parents discuss such issues as literacy, numeracy and sex education. The quality of information provided for parents, particularly about pupils' progress, is generally very good. Pupils' annual academic reports are very specific and contain all relevant information. Parents' evenings are arranged to discuss the curriculum, pupils' reports and their progress. Individual targets that are set for pupils in English, mathematics, science, and behaviour and attitudes are shared with parents at termly parents' meetings. Regular, informative newsletters are sent home, these include brief outlines of topics to be covered in the following term. Some parents would like more detailed information about these so that they can more effectively support their children's learning. All parents receive a regular and updated prospectus and governors' annual report, which are informative. The school has recently opened a website where parents can access information about the school via the Internet.
35. The impact of parents' involvement on the work of the school overall is very good and makes a significant contribution to their children's learning. Responses to such initiatives as the home/school agreements and homework have been positive. Homework is provided on a regular basis in the majority of classes but not in all. There is an appropriate increase in homework for the older pupils to prepare them for the next stage of their education. Parents support fund-raising events and charity appeals, attend sports days and accompany pupils on visits. The Parents Teachers Association is very active and has raised money for a range of essential equipment.

The very good leadership and management of the school including the commitment of the governing body

36. Overall, the leadership and management of the school are very good. The headteacher provides strong, effective leadership and, with the positive support of key management staff and the governing body, gives a very clear direction for the development and improvement of the school. The quality of education owes much to her leadership and the support of a hard working and committed team of staff and governors. Together they have succeeded in creating a learning environment where relationships are excellent and pupils feel secure and valued. There is an excellent ethos that reflects the school's commitment to achieve the highest educational standards and equality of opportunity for all pupils.
37. The headteacher maintains a very good balance between the strategic and administrative and monitoring elements of her role. In all of these she is very well informed. She has created a clear and effective management structure that includes a deputy headteacher, two team leaders and subject coordinators. All staff with management responsibilities work very well together as a team. They all have clear written descriptions of what is expected of them and they work very hard in their roles. The headteacher, deputy headteacher and team leaders work effectively together in their roles as members of the senior management team, they meet regularly and

provide the school with a clear strategic view for its future development. Each year curriculum coordinators audit their subject areas, which in turn feed into the school improvement plan. They are provided with release time, when they focus on a specific part of their work. Effective communication systems are in place to ensure all staff have a clear view of the school's priorities for development and work successfully as a team. The headteacher and different subject coordinators have monitored the work of teachers in the classroom and have provided relevant feedback in order that staff can improve their performance. Coordinators for mathematics, science, information technology and physical education have monitored lessons in their subject areas. There are plans for other coordinators to monitor teaching in their subjects. The headteacher provides supply cover when teachers are absent and works with groups in classes. Through these avenues, and by monitoring and evaluating on a day-to-day basis, the headteacher has a clear view of the effectiveness of the school and the impact of new initiatives. The headteacher and the deputy headteacher have been appraised by the governing body, and appropriate targets have been set.

38. The school is committed to raising achievement which is exemplified by challenging targets that have been set for cohorts of pupils in Years 2 and 6 for the improvement in standards in English, mathematics and science. The school has made a thorough analysis of tests that have been undertaken by pupils, and particular strengths and weaknesses have been noted. Planning has been adjusted on the basis of these findings, and groups of pupils identified for further support. Effective tracking procedures have been established to monitor the progress of individuals and different cohorts.
39. The contribution of the governing body to the effective running of the school is very good. Governors take their responsibilities seriously and are committed to raising standards in the school. They are kept well informed and work hard in their individual and collective roles. They have a clear view of the strengths and weaknesses of the school. The chair and vice-chair work very closely with the headteacher to provide clear educational direction for the work of the school. All governors' committees have appropriate terms of reference, meet regularly and report back to the full governing body, as appropriate. The governor for literacy, numeracy and special educational needs is knowledgeable and very supportive of the work in the school. She has attended literacy and numeracy training and has observed lessons in classes. She spends much of her time in school working closely alongside staff and pupils. Other governors are active on a day-to-day basis either working with pupils in such activities as the Sunshine Corner or improving the school environment.
40. The school improvement plan is an effective working document of high quality, and is based on a thorough audit of the school's present position. The involvement of both staff and governors means that the educational priorities identified are highly relevant. Specific targets are set for each year and efficient procedures are in place for monitoring and evaluating the extent to which these priorities are achieved. The school budgets very carefully, and the financial implications of each of the identified priorities are carefully evaluated. Good procedures are in place to measure value for money. The school receives specific grants for supporting pupils with special educational needs, for staff training and for improvements to its provision and performance in information technology. These grants are used effectively for their designated purposes, and very careful records of expenditure are kept.
41. The school applies some of the principles of best value in the use of its resources. It seeks best value for money by comparing prices and evaluating the quality of their purchases and the services that are provided. It considers different strategies of how to fund identified areas efficiently, how to target the money they spend, and what money to hold back in contingency. The governing body takes a keen interest in the school's performance and how it is perceived locally. The school carefully monitors children's attainment on entry and targets individuals and groups for additional support where it is needed.

The very good provision for pupils with special educational needs

42. The provision meets the needs of pupils with special educational needs very well. Class teachers' planning ensures that work is matched to pupils' needs and ongoing records track the progress that pupils make. Planning is very effective in ensuring that the special educational needs co-ordinator and the local education authority's special educational needs support staff liaise effectively with class teachers. The clear targets in individual education plans are sufficiently practical for class teachers and classroom assistants to implement them successfully. The provision outlined in the statements of special educational needs is successfully implemented.

43. Pupils with special educational needs make very good progress in the nursery and reception class and at both key stages. The school successfully uses its baseline data, test and other assessment data and target setting in individual education plans and in statements to set appropriate challenging tasks for individuals and group of pupils with special educational needs. Records, pupils' responses in class, their performance across the full range of subjects, how they learn in small groups and in one-to-one teaching all indicate that progress towards their targets in individual education plans and annual reviews is very good. All pupils make identifiable gains in knowledge, understanding and skills, due to very good teaching and focused planning and support. The introduction of the National Literacy Strategy and the National Numeracy Strategy is having a positive impact on standards. The use of the Additional Literacy Strategy in Year 4 is also proving very beneficial. Pupils' very good attitudes to school and their very good standards of behaviour help to promote learning. Most pupils with special educational needs show interest, enjoyment, application and involvement. They work well both independently and in groups and most pupils sustain concentration. They respond very well to focused help and usually persevere when tasks are challenging. They form very positive relationships with adults and their peers.
44. The school provides a broad range of worthwhile opportunities which meet the interests, aptitudes and particular needs of pupils with special educational needs. It has effective strategies for teaching the basic skills of literacy and numeracy. The school makes very good use of the specialist skills of support staff from the local education authority. Classroom provision is very well organised to meet the needs of pupils with special educational needs. Arrangements for individual education plans are very effective in ensuring that individual needs are met, while enabling pupils to have full access to the curriculum.
45. All teachers know individual pupils very well, including those with special educational needs. They are fully aware of the specific needs of each child. They respond to them in a very positive and supportive way. Together with classroom assistants, they keep very good records, which track pupils' academic and personal development. They know what to do and where they need help. This support has a very positive effect on pupils' learning. The school builds very effectively on its assessment procedures, when identifying pupils with special educational needs, to comply with the Code of Practice. The procedures for placing pupils on the register of special educational needs and for deciding what further help is needed, in accordance with the school's special educational needs policy and the guidance in the Code of Practice, are effective and consistent.
46. Parents of pupils with special educational needs are properly involved in identifying their needs. Teachers share the targets with parents who are involved in the process of regularly reviewing their child's progress.
47. The coordinator for special educational needs works very efficiently and effectively. She works closely with the class teachers, classroom assistants, parents, governors, pupils and outside agencies in prioritising each pupil's needs and providing appropriate support. She maintains the school's special educational needs register and oversees the records on all pupils with special educational needs. The specific grant for special educational needs is used effectively for its designated purpose and the school commits further sums of money to special educational needs. The special educational needs' governor works closely with the coordinator to ensure that the progress of pupils is regularly monitored and reviewed and appropriate support provided.

WHAT COULD BE IMPROVED

The standards in English and mathematics at the end of Key Stage 2

48. The results of the National Curriculum tests at the end of Key Stage 2 indicate standards that were below average in mathematics and English. In comparison to similar schools standards in English and mathematics were average. Over the past four years standards have been below the national average in all core subjects. There has been a steady rise in standards over the past four years in English. After a fall in 1996-97 to well below the national average standards are rising sharply in mathematics. The trend in the school's average National Curriculum points for all core subjects is broadly in line with the national trend. In the current Year 6 class there is a significant number of pupils with special educational needs. Although the majority is attaining

at an appropriate level, the comparatively high numbers of these pupils depress the overall standard, which is below the national average.

49. In their English work, pupils in Year 6 are provided with a good range of opportunities to write for different purposes. This includes, writing summaries, book and film reviews, analyses of texts, writing in the third person, instructional writing and writing letters arguing a point of view on such topics as school uniform and fox hunting. Few pieces of written work, however, are of any great length. Pupils have a good awareness of use of paragraphs, capital letters, full stops and question marks. The choice of words they use is adventurous and imaginative when the work focuses on this aspect, otherwise the range of vocabulary used tends to be rather limited. This reflects a generally lower attainment in breadth of vocabulary to be seen throughout the school. The majority of pupils are beginning to extend meaning in more complex and grammatically correct sentences. They display a good standard of spelling with polysyllabic words with regular patterns, spelt accurately. The quality of handwriting is variable. Letters are usually well formed but there are significant numbers of pupils who do not join their handwriting. Higher-attaining pupils use simple and complex sentences organised into paragraphs. Written work conveys clear meaning in a range of contexts. There is evidence of pupils using commas, apostrophes, inverted commas and a range of other punctuation in all types of work. This is sometimes inconsistently applied in some accounts and summaries, but is generally well understood. Pupils enjoy the shared and guided reading sessions of the Literacy Hour. They read a wide variety of texts, and in one lesson focusing on the 'Iron Man' they explained the mood the writer evoked within the descriptive passages and the similes he used to do this. They then went on to write their own. Limitations in pupils' knowledge and use of an extended vocabulary were evident in this lesson. The majority of pupils read with good expression when mirroring the very good model provided by teachers. They use a range of skills when reading, with many inferring and deducing meaning from the text.
50. In mathematics, the majority of pupils in Year 6 are developing their own strategies for problem solving and recording their findings both in working within mathematics, and in applying mathematics to practical contexts. They display a good understanding of place value in numbers over a 1000, and apply the four rules of number to hundreds, tens and units accurately. The majority of pupils have a sound knowledge of multiplication facts to 100. However, some lower-attaining pupils are unsure of multiples and factors. Higher-attaining pupils have a good grasp of square numbers and square roots. Pupils' knowledge and understanding of fractions and decimals is generally sound. Knowledge and use of percentages is less well developed. They measure objects using *metres, centimetres and millimetres* using decimal notation when required. Some pupils are unsure when subtracting decimals associated with mass. Pupils recognise and name angles using such terms as acute and obtuse and can identify two-dimensional shapes that have line symmetry. Higher-attaining pupils identify planes of symmetry in three-dimensional shapes. The majority of pupils has a sound knowledge of mathematical terms such as *certainty, unlikely* and *impossible* and can give reasons for these judgements. Pupils collect data on a frequency chart and display it in the form of line and block graphs, and interrogate these when making comparisons.

The consistency of marking

51. Teachers' marking is not consistently applied across all classes or curriculum subjects. At its best, it provides pupils with a clear view of their achievements and provides information to target the next stages in their learning. Marking in these cases is both supportive and informative. Where marking is unsatisfactory it consists only of ticks and crosses.

The unsatisfactory quality and siting of pupils' toilets

52. The school accommodation is satisfactory overall. There are currently a sufficient number of classrooms for the pupils in the school. There are separate dining and assembly halls. There is a good library with plans for developing it into a combined library and computer suite. The siting and condition of toilets, however, particularly for the older pupils, is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has made good progress since the previous inspection, but in order to further improve the quality of education in the school, the headteacher, governing body and staff should:

- (1) Raise standards in English in Key Stage 2 by:
 - continuing to implement the National Literacy Strategy,
 - providing more opportunities for pupils to undertake extended writing tasks,
 - ensuring the provision of effective targeted support for pupils who require it,
 - continuing to extend the range of opportunities for pupils to develop and use a wider vocabulary,
 - ensuring that pupils develop a clear, legible, joined handwriting style.

- (2) Raise standards in mathematics in Key Stage 2 by:
 - building on the improvements brought about by implementing the National Numeracy Strategy with its emphasis on the development of mental and problem solving skills.

- (3) Ensure that marking in the school is consistent between classes and across subjects and is used effectively to inform pupils of their achievements and to provide them with a clear view of how they need to improve.

- (4) Improve the quality of the accommodation in respect of the provision of toilets, particularly those for the older pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

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

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	60	27	13			

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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	273
Number of full-time pupils eligible for free school meals		72

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		39

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	8.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	23	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	22	22	22
	Total	39	39	39
Percentage of pupils at NC level 2 or above	School	95 (88)	95 (94)	95 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	22	22	22
	Total	39	39	39
Percentage of pupils at NC level 2 or above	School	95 (80)	95 (94)	95 (91)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	15	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	20
	Girls	11	11	14
	Total	21	24	34
Percentage of pupils at NC level 4 or above	School	55 (60)	63 (58)	89 (60)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	19
	Girls	12	12	14
	Total	22	25	33
Percentage of pupils at NC level 4 or above	School	58 (60)	66 (60)	87 (51)
	National	68 (65)	69 (65)	75 (72)

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	1
Pakistani	7
Bangladeshi	
Chinese	1
White	225
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	2	
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 – Y6

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	23:1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	62

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26:1

Total number of education support staff	1
Total aggregate hours worked per week	23

Number of pupils per FTE adult	13:1
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FTE means full-time equivalent.

Financial information

Financial year	1998-9
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	£
Total income	439825
Total expenditure	421620
Expenditure per pupil	1396.09
Balance brought forward from previous year	9950
Balance carried forward to next year	28155

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	195
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	0	0	1
My child is making good progress in school.	62	37	1	0	0
Behaviour in the school is good.	44	52	4	0	0
My child gets the right amount of work to do at home.	37	39	20	4	0
The teaching is good.	73	25	2	0	0
I am kept well informed about how my child is getting on.	63	26	8	0	2
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	56	38	6	0	0
The school is well led and managed.	64	36	0	0	0
The school is helping my child become mature and responsible.	58	36	1	0	5
The school provides an interesting range of activities outside lessons.	30	44	15	0	11