

INSPECTION REPORT

CHRIST CHURCH PRIMARY SCHOOL

Hampstead, London

LEA area: Camden

Unique reference number: 100028

Headteacher: Mrs L Carter

Reporting inspector: Mr M Burghart
20865

Dates of inspection: 10th – 12th January 2000

Inspection number: 195578

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:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Christ Church Hill Hampstead London
Postcode:	NW3 1JH
Telephone number:	0171 435 1361
Fax number:	0171 794 5148
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Geoffrey Palmer
Date of previous inspection:	15 April 1996 - 19 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church Primary is a Church of England Voluntary Aided school situated in Hampstead, London NW3. The school is housed in Victorian buildings, extended and modified over the years; most recently to provide new infant toilets, a Year 5 classroom, a new office and staffroom.

The school has 185 children on roll, including 29 in reception, 13 of whom started their career part-time prior to Christmas. There are 43 children on the register of special educational needs which is above the national average. Two of these have statements under the DfEE Code of Practice¹ detailing their needs and support. Almost 23 per cent of children come from homes where English is not the first language, Cantonese, Yoruba, French, German and Mandarin all feature. Most children understand English and many do well in the National Curriculum. Currently 19 pupils are known to be eligible for free school meals, which is below the national average and falling.

In line with its Voluntary Aided status, acts of collective worship and religious education were inspected by a representative of the diocese. Her report appears under a separate cover.

HOW GOOD THE SCHOOL IS

This is a very good school, where pupils achieve high standards. The harmonious community created through very good relationships, high quality teaching, and the strong leadership and management of the headteacher, senior management team and staff, provides a very positive atmosphere for learning. Pupils, an above average proportion of whom have special educational needs, make good progress. When considered in the context of almost 23 per cent of children for whom English is an additional language, the school gives good value for money.

What the school does well

- Has very clear educational direction.
- The leadership and management of the senior management team are very good.
- Provides very good teaching.
- Achieves high standards, especially in mathematics at Key Stage 1 and English at Key Stage 2.
- Provides very good support for special educational needs and for pupils with English as an additional language.
- Successfully encourages very good personal development and relationships.
- Pupils' attitudes and behaviour are good.
- Behaviour is consistently well managed.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development.

¹ The DfEE Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

What could be improved

- Aspects of site management and maintenance; including cleanliness of staff and Key Stage 2 toilets; poor areas of decoration and the removal of unwanted furniture and rubbish from the grounds.
- Some elements of statutory reporting requirements are missing from the governors' annual report; notably full details of income and expenditure with regard to all funds available for strategic planning.

In the context of the judgement that this is a very good school, the above recommendations for improvement, although important, do not constitute significant key issues. However, they will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in April 1996. Key issues were raised in four areas. The school has made good progress in addressing these. The quality of teaching has been improved through good induction and training, and clear planning which identifies objectives. A new policy has been implemented to support more able pupils. Schemes of work are now established for all subjects and are monitored by curriculum co-ordinators effectively. Although 18 per cent of parents would still like to know more about what is taught and how their children are getting on, the school does present a satisfactory range and amount of information to parents. After a review of health and safety, security has been improved to provide a safe environment.

Since the last report all full time teaching staff, except the head; and many of the governors are new. The school has managed these changes well. In addition literacy and numeracy have been successfully introduced with very positive effects on standards. Modifications to the building have been well managed. Overall, the school has made good progress since the last inspection and is well placed for future developments.

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	A	A	A*	A*	well above average A above average B average C below average D well below average E
Mathematics	A	A	B	B	
Science	B	A	D	D	

High standards have been maintained over time in English. A* performance is consistent with the highest 5 per cent of schools nationally.

Attainment is above average in mathematics throughout the school and results at the end of Key Stage 1 in 1999 were very high compared with similar schools.

Standards of literacy and numeracy are high at both key stages and skills are well used to support other subjects.

Science results fell short of the national average in 1999. The school has evaluated the situation and has made changes to teaching and planning which are making a difference.

Overall with almost 24 per cent special educational needs and 23 per cent of pupils with English as an additional language, the school has done well to achieve these results. The work pupils were doing during the inspection confirms standards are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school. They respect staff, equipment, buildings and each other, and are usually keen to work.
Behaviour, in and out of classrooms	Good, notwithstanding a minority who could, and sometimes do, present problems. Behaviour is consistently well managed in a positive way.
Personal development and relationships	Very good personal development. Expectations are high and pupils are encouraged to be independent. Staff set a good example and relationships are very good.
Attendance	Satisfactory, broadly in line with national averages.

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.

One hundred per cent of teaching was satisfactory or better, with almost 89 per cent good or better. Teaching was judged very good in almost 41 per cent of lessons and 7 per cent excellent. This high profile makes it possible to say teaching is very good throughout the school; the impact being that teachers create a very good learning environment and pupils' progress is good, and often better. Strengths in teaching feature: clear objectives, very good relationships, high quality questioning, and pupils well challenged. Expectations of work and behaviour are high. Teachers make good use of time and resources and their assessment of pupils' performance has excellent features. Overall satisfactory use is made of homework.

High quality teaching was observed in literacy, numeracy, physical education, and for those children under five. All members of staff had some good sessions, five recorded very good lessons, and two excellent.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: broadly balanced. Good use of the locality and visits. A satisfactory range of extracurricular activities. Homework overall satisfactory, although the school is aware of some inconsistencies. Good use of literacy and numeracy skills to support other subjects.
Provision for pupils with special educational needs	Very good, in and out of class. Pupils' self esteem is successfully encouraged, work is well planned at appropriate levels by class teachers and the special educational needs co-ordinator. Extra support assistants make good contributions to learning, assessment and recording.
Provision for pupils with English as an additional language	High proportion, well supported. Pupils are fully integrated, many are successful in National Curriculum tests. School uses Ethnic Minority Achievement Grant very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision in each element. Spiritual: consistent with Voluntary Aided status. Moral: pupils well aware of right and wrong. They are involved and co-operative. Social: pupils get on well, with lots of opportunities to work and play together. Expectations are high. Cultural: very good experience of our national culture. Pupils' good multicultural understanding reflects the varied ethnic makeup of the school.
How well the school cares for its pupils	Pupils well cared for. The school's support and guidance is good, including excellent assessment and record keeping. Staff know pupils well. Some building problems yet to be addressed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Communication to form the school development plan is very good. The school has clear educational direction reflecting its Christian aims. The senior management team is committed to high achievement. The ethos of the school is very good.
How well the governors fulfil their responsibilities	Satisfactory overall, governing body has appropriate structure and terms of reference. Some governors very new. Good overview of building improvements, but problems with site maintenance. Governors' annual report to parents lacks some statutory requirements. However, governors are committed and supportive.
The school's evaluation of its performance	Very good. The headteacher makes excellent review, evaluation and analysis. The school has very good insight into its situation.
The strategic use of resources	Good at the day to day level and in the school development plan; best value principles are followed. Annual budget efficiently deployed, but problems in the current year regarding carry forward. Headteacher not fully informed of finance available through the governors' fund. This makes strategic planning difficult. The school gives good value for money, an improvement on last inspection.

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 like school.• The school is well led.• The school provides good teaching.• Children's maturity.• The school is approachable.	<ul style="list-style-type: none">• Extracurricular activities.• Homework.• Information regarding pupils' progress.

The overwhelming response of parents is positive, appreciative and constructive. Inspectors share these views.

The inspection finds that there is a good policy for homework, which is satisfactorily implemented. However, the school is aware of some inconsistencies. Information regarding pupils' progress is satisfactory. The school makes excellent assessments and provides sufficient detail for parents, but is working to improve target setting for individual pupils. Extracurricular activities, independent of the local authority's after-school club, are at least satisfactory; good for sport. The school makes good use of the environment and visits, but is aware that music activities could be developed further.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

'The school has very clear educational direction. The leadership and management of the head, deputy and senior management team are very good. Procedures for assessment are excellent.'

1. The school development plan provides a very good tool for managing the school. The head very successfully canvases and collates contributions from governors, staff, parents and pupils. Priorities derived from these form the basis of the plan, which is rooted in the needs of the curriculum and reflect the aims of the school.

2. The vision of the headteacher and her senior management team and the staff's commitment to maintaining and raising standards, are made practical by the development plan. It has good timescales, clear criteria for success and follows the principles of looking for best value.

3. The development plan's curriculum focus has very positive effects: for example in science. The subject co-ordinator and senior managers are allowed time to monitor planning and standards. This is addressing the dip in results at Key Stage 2 in 1999 national tests. Year 6 pupils are now provided with more opportunities for experimental and investigative work in this subject.

4. In an improvement since the last report, policies and schemes have been completed for all subjects and a workable programme for their review forms part of the development plan. English and mathematics are very well planned. Co-ordinators have paid particular attention to identifying how literacy and numeracy skills will support, and be extended, through other subjects. For example, research for history by Year 6 pupils on life in Ancient

Greece makes very good use of the advance reading skills of scanning and skimming. In geography in Year 3, recording and interpreting data about weather makes number work relevant.

5. At both the overall strategic level, and in specific planning for subjects, very good use is made of analysis of performance based on assessment. The very good insight of the headteacher and senior management team, together with excellent assessment of pupils' achievements carried out by staff, make significant contributions to the school's educational direction. For example, good baseline records from Year R are developed into a very detailed, yet clearly presented, overview of the class. These are passed onto the next teacher at the end of the school year. Skilful analysis of pupils whose performance is just below National Curriculum age related expectations has improved their results year on year.

6. Change is well managed: for example very good evaluation of staff strengths and school performance when allocating classes for the present school year. This resulted in high quality teaching for the under fives, enhanced English in Year 1 and improved science in Key Stage 2 when three teachers joined the staff. In a direct response to a key issue of the last inspection challenge for the more able pupils has been significantly improved.

7. As the school is continually reviewing its performance, it was able to take this inspection in its stride and take full advantage of the potential for professional development. As a consequence of good leadership and management Christ Church Primary has made good progress since the last report and is well placed for future development. The school fully justifies its selection as one of the first for 'short inspection'.

'The school provides very good teaching. It achieves high standards, especially in mathematics at Key Stage 1 and English at Key Stage 2.'

8. All lessons observed were at least satisfactory and 89 per cent were good or better. A very creditable 41 per cent of sessions were judged very good or better, and 7 per cent excellent. Every member of staff was seen to teach at least one lesson at the good or better level with very positive impacts on pupils' learning at both key stages. Five teachers taught very good lessons and two had sessions assessed as excellent. The highest quality teaching was seen in literacy work with those children under five. Children were very successfully challenged by top quality questioning. The teacher, having taught the concepts of first and last, asked a more able boy, "Can you read me the fourth word in this sequence?" He did so with confidence and obvious delight at having pleased his teacher.

9. Very good planning and organisation is translated through good explanations and objective setting into pupils' high achievement. In a Year 6 gymnastics lesson, with very good attention to health and safety in a confined space, the teacher provided just the right opportunity for pupils to extend themselves physically and mentally. Pupils worked exceptionally well as a team to create an excellent sequence combining elements of dance and gymnastics as 'parachutists'.

10. Literacy and numeracy are taught very well with clear effects on standards. Pupils' results in mathematics at Key Stage 1 and English at Key Stage 2, put the school in the top five per cent nationally. In the light of high levels of special educational needs and of 23 per cent of pupils for whom English is an additional language, this reinforces the judgement that teaching is very good.

11. The above average proportion of pupils with special educational needs are well taught and make good progress. Pupils have work planned for their needs, some in individual education plans and as part of class activities. They receive good teaching from class teachers, the special needs co-ordinator and extra learning assistants. The staff approach is consistent, particularly where pupils' needs have a negative effect on behaviour. Expectations are high. "I want you to finish this in the next five minutes," said the teacher to good effect in a withdrawal session to a boy of limited attention span. Such pupils' learning is often good in relation to their experience and many of those on the first stage of the DfEE Code of Practice (and some at Stage 2) are achieving average levels for their age group in English and mathematics.

12. Almost 23 per cent of children come from homes where English is not the first language. Many of these children are of good ability and are successfully helped to make the most of their capabilities by good teaching. They are fully integrated into the school and the variety of their language and ethnic backgrounds is used to enrich the school's cultural dimension. For example, pupils who speak Cantonese and Mandarin tell others about the customs of Chinese New Year.

13. The school makes good use of the Ethnic Minority Achievement Grant to provide extra, good quality teaching for individuals whose English is just emerging. The teacher is involved in teaching other subjects as part of the school's timetable and knows pupils well. Good relationships and understanding form a good basis for very good support.

'The school successfully encourages very good personal development and relationships. Attitudes and behaviour are good, and behaviour is consistently well managed.'

14. From reception children are expected to organise themselves; getting things out and putting them away. They are given opportunities to make choices: for example Year 6 recording science results in their own style; and Year 2 choosing their own movements to match word sounds in physical education.

15. Through the school council pupils have the opportunity to make use of their very good speaking and listening skills and contribute to decision making and the life of the school. At both key stages pupils are encouraged to take responsibility: for example getting equipment out and deciding who will do what in investigative science group work.

16. Pupils' attitudes to work are good throughout the school. It is not surprising that 98 per cent of parents responding to the Ofsted questionnaire said their children like coming to school.

17. Young children in Year R stay longer on task than might be expected for their age and have already become aware of conventions for not calling out. Pupils in a variety of classes often applaud the success of others (even when they themselves are not winning!) and Key Stage 2 pupils listen to explanations of work by others with interest.

18. Good attitudes are closely matched by good behaviour: for example in junior singing time pupils sing very well with real enthusiasm and behave quietly and sensibly, even when eager to go out to play. Behaviour is good throughout, in class and around the school, notwithstanding a minority of pupils who could, and sometimes do, present problems. The whole staff manage behaviour very well, consistently applying the school's policy for reinforcing the positive: for example using table points, house points and reward stickers.

Class and school rules have been negotiated with all concerned and are entirely in keeping with the school's Christian aims.

19. Very good assessment provides the basis of work well planned to pupils' abilities and this has a very positive effect on behaviour. Classes are well managed and children are well challenged: for example in a Year 5 English lesson the teacher gave close support to a special needs child, reading questions for him for the comprehension exercise to hold his interest by extending him beyond his limited reading skills. The effect on class behaviour was very positive.

20. When elements of poor behaviour are evident, they are dealt with promptly. Teachers apply 'time out' and sanctions effectively, but on most occasions their disapproval is enough to bring about a change. Where more serious measures are needed, senior members of staff deal sensitively, but firmly with pupils, treating them with respect as individuals. This has a very positive effect on relationships in the school.

21. Children feel that they are dealt with fairly. One Key Stage 2 boy said, "I like my teacher, he listens to me."

'The school makes very good provision for spiritual, moral, social and cultural development.'

22. A conscious effort is made to plan for each aspect of spiritual, moral, social and cultural development and this results in very good provision.

23. The school makes very good opportunities in assembly for pupils to learn about, and reflect upon, faith. Pupils respond well to the special atmosphere triggered by the lighting of a candle, participating in prayers, and singing hymns sensibly and often with enthusiasm.

24. The spiritual dimension is a feature of a variety of subjects: for example pupils in awe of the colours in winter landscapes in art, and Year 6 amazed by the potential of the Internet when researching Aesop's fables. Teachers provide for quiet reflection during the day and encourage children's sensitivity: for example Year 3 learning about the Muslim faith appreciated the concept of one god, worshipped in a variety of ways.

25. Pupils' moral and social development are clear strengths of the school. This is a direct result of the well established school aims, and of expecting the whole school community 'to keep to the golden rules'.

26. Staff set a very good example and are consistent in their management of behaviour. The positive approach to discipline is very effective. Pupils are treated with respect and very good opportunities are created for them to work and play together in groups of different gender, ability and ethnic backgrounds. Guidance given about teams for breaktime games is a very good feature.

27. Moral and social consideration is fundamental to the school's very good ethos.

28. The school makes very good use of the experience of the 23 per cent of pupils for whom English is an additional language, many of whom represent ethnic minority groups.

Pupils are well integrated and teachers skilfully draw on children's speaking and listening skills to enrich discussions about culture and customs. Good planning: for example in geography, music, and history ensures that pupils are introduced to a variety of cultures from different countries, time periods and religions. By the time they leave, pupils' awareness of multicultural issues is very good. The school is very successful in teaching children to respect each other, with the result that consideration and tolerance feature strongly in each class. Inspectors drew heavily on this factor in their judgement that Christ Church Primary is a very good school.

WHAT COULD BE IMPROVED

'Aspects of site management and maintenance; including cleanliness of staff and Key Stage 2 toilets, poor areas of decoration and the removal of unwanted furniture and rubbish from the grounds'.

29. The school and governors are to be congratulated for recent initiatives, which have dramatically improved the building. New toilets for Key Stage 1, enhanced classroom space for Year 5, a computer suite, and a new office and staffroom, are all having positive effects.

30. However, the school is not clean enough and regular maintenance programmes need better monitoring. There is an urgent need to improve the toilets for Key Stage 2 pupils and staff, before addressing redecoration issues of flaking plaster, paint and worn carpets: for example in the medical room.

31. Outside, work is needed to remove redundant and derelict equipment, and to manage matters of maintenance more carefully: for example keeping drains free of leaves. A more regular review is required to improve the appearance and safety of the site and to prevent deterioration.

32. A review of financial planning for the coming year is needed to ensure that sufficient funds for improvements and redecoration are managed effectively. For example, the school is aware of the poor quality of the Key Stage 2 toilets and governors consider improvements have a high priority, but specific planning, identifying costs and timescales does not feature as part of the school development plan.

'Some elements of statutory reporting requirements are missing from the governors' annual report; notably full details of income and expenditure with regard to all funds available for strategic planning'.

33. Not all required elements are present in the governors' annual report to parents.

34. Governors have not re-emphasised what progress has been made from the action plan of the previous inspection. This inspection finds that the school has made good progress in overcoming issues raised by the last report. The school has missed an opportunity to make the most of its success.

35. Governors have not published full details of income and expenditure over the past year in line with statutory requirements. In itself this omission is not serious. However, the senior management team does not know the full extent of financial resources available to the school, in addition to the budget generated annually by the number of pupils on roll.

This has a negative impact on the efficiency with which the school can plan strategically. There is an assumption that the 'governors' fund' will be able to support the school in the absence of a contingency created from the per capita budget. At worst this could have serious repercussions if the fund is insufficient. At best, the school will not be able to make the most of financial resources should reserves be too great.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of this very good school there are no issues that could be referred to as key issues. However, in order to improve the school still further the governors should include the following in their action plan for future development:-

Attend to matters of site management:

- Improving cleaning and decoration; particularly of Key Stage 2 and staff toilets; including a more rigorous approach to monitoring maintenance of the school in general;
- Arranging for the removal of redundant and damaged furniture and equipment from the grounds.

Ensure that statutory requirements for reporting in the governors' annual report to parents are met:

- Making public, as required, the full extent of income and expenditure for the year and of finance available, including the governors' fund, in order that strategic planning can take this into account;
- Reporting progress made against action plans established in response to inspections.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
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
7.4	33.3	48.1	11.1	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	185
Number of full-time pupils eligible for free school meals	19
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	43
English as an additional language	No of pupils
Number of pupils with English as an additional language	44
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.22
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	17	11	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	10	10	11
	Total	26	25	28
Percentage of pupils at NC level 2 or above	School	93 (83)	89 (88)	100 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	10	9	9
	Total	26	25	25
Percentage of pupils at NC level 2 or above	School	93 (88)	89 (88)	89 (88)
	National	82 (81)	86 (85)	87 (86)

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	7	12	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	5
	Girls	11	11	11
	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	84 (81)	79 (81)	84 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	10	11	11
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	79 (77)	84 (67)	84 (100)
	National	68 (64)	69 (58)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	10
Black – other	8
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	7
White	118
Any other minority ethnic group	2

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)	8.4
Number of pupils per qualified teacher	21.9
Average class size	26.3

Education support staff: YR– Y6

Total number of education support staff	4
Total aggregate hours worked per week	63

Financial information

Financial year	1999
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	£
Total income	418451
Total expenditure	461623
Expenditure per pupil	2495
Balance brought forward from previous year	58532
Balance carried forward to next year	15360

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	184
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	43	41	11	1	4
Behaviour in the school is good.	34	58	5	1	1
My child gets the right amount of work to do at home.	23	57	18	0	1
The teaching is good.	47	47	3	0	4
I am kept well informed about how my child is getting on.	33	47	14	4	1
I would feel comfortable about approaching the school with questions or a problem.	61	37	1	0	1
The school expects my child to work hard and achieve his or her best.	51	44	4	0	1
The school works closely with parents.	28	59	12	0	1
The school is well led and managed.	63	35	3	0	0
The school is helping my child become mature and responsible.	49	46	1	0	4
The school provides an interesting range of activities outside lessons.	14	29	35	12	10

Other issues raised by parents

There was no consensus of other issues, but the overwhelming response of parents was positive.