

INSPECTION REPORT

FARNHAM CofE (VA) PRIMARY SCHOOL

Bishop's Stortford

LEA area: Essex

Unique reference number: 115189

Headteacher: Mrs Sheila Lewis-Smith

Reporting inspector: Mrs Patricia Davies
22460

Dates of inspection: 15th – 16th January 2001

Inspection number: 185670

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 years
Gender of pupils:	Mixed
School address:	Farnham Bishop's Stortford Hertfordshire
Postcode:	CM23 1HR
Telephone number:	01279 771339
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Appropriate authority:	The Governing Body
Name of chair of governors:	Lynda Maple
Date of previous inspection:	6 th November 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Farnham is a very small village school with 50 pupils currently attending, aged from four to eleven years. There are seven children at the Foundation Stage in a mixed-age reception class, together with pupils in Years 1 and 2. Since the previous inspection, the numbers of pupils at the school have considerably increased. Most pupils live in the village, but others live within the wider locality, and some parents have specifically chosen the school because it is small. Year groups vary in size, with the smallest groups currently at Years 5 and 6. The proportion of pupils eligible for free school meals has increased since the previous inspection to 8 per cent. The percentage of pupils with special educational needs has also grown and is now 18 per cent, although most pupils are at the lower stages, and currently none have statements of need. The school has been disrupted by a significant number of staff changes over the last two years, including the headteacher. When the children join the reception year, their overall attainment is above national expectations.

HOW GOOD THE SCHOOL IS

Farnham is an effective and improving school. Throughout recent staff changes the school has successfully maintained its sense of community and commitment to the care of its pupils. As they move through the school, pupils make satisfactory progress overall in their learning. Standards are above national expectations in English, mathematics and science by the time pupils leave the school at eleven years of age. Teaching is satisfactory, as is the overall quality of leadership and management. Behaviour is also satisfactory, and pupils have good attitudes to their work. The very high level of spending for each pupil reflects the small size of the school. When all these factors are taken together, the school gives satisfactory value for money.

What the school does well

- The good leadership of the headteacher and governing body has managed the school well through a difficult period of change, and initiatives for improvement have started to take effect;
- The welfare and safety of pupils are effectively supported within the school's family environment;
- Pupils enjoy their work, and levels of attendance are high.

What could be improved

- The quality of learning opportunities to ensure that all pupils are consistently challenged to achieve their best, particularly in writing;
- Standards in information and communication technology.

The school has already identified the need to raise standards in writing and information and communication technology. The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last two years has been a challenging time for the school, particularly as a result of considerable changes in staff, and this has inhibited the school's development during that period. However, there has been a satisfactory level of improvement overall since the school was last inspected in November 1995. Most notably, teaching and administrative areas have been considerably extended and enhanced, and this has improved opportunities for physical education and information and communication technology. The quality and accessibility of resources have also been improved, and are now good. Links with parents are being developed well by the current headteacher, as is provision for those pupils with special educational needs. Good improvements have also been made to strategic planning. However, whilst the school now has structured planning for all subjects, national requirements for the teaching of information and communication technology are not being met, and pupils at Key Stage 1 do not have enough opportunities to develop their independent writing skills. Whilst there is a wide range of ways for assessing what pupils achieve, information is not yet used consistently well to plan work, especially for the most able pupils.

STANDARDS

In the national tests for eleven year olds, reliable comparisons cannot be made with national averages because the numbers of pupils in each group are less than ten. Individual results achieved by each pupil can substantially influence the overall percentages and therefore test results vary considerably each year. Neither is a full set of data available to give an indication of the trend in test results over time against national averages. The school sets realistic targets for their test results, but these also vary enormously each year, again reflecting the small year groups. Inspection evidence shows that standards of achievement are satisfactory overall, except in relation to writing at Key Stage 1, where pupils do not have enough opportunities to write independently. Neither do pupils make enough progress in information and communication technology and, as a result, standards are below national expectations at both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and are interested in their work. Most concentrate well, particularly when teaching is interesting and challenging, and this contributes positively to the progress they make in lessons.
Behaviour, in and out of classrooms	Whilst most behave well in class, the behaviour of a few of the youngest pupils sometimes deteriorates when work lacks enough challenge. A minority of pupils are over-excited and a little boisterous during play times. There have been no exclusions.
Personal development and relationships	Relationships are satisfactory and pupils of different ages mix well in lessons.
Attendance	Very good, with no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	satisfactory	satisfactory

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.

Inspection evidence indicates that the overall quality of teaching is satisfactory and, as a result, pupils are interested in their work and are keen to do well. Some unsatisfactory teaching was seen during the inspection. However, a small sample of lessons was observed and the proportion of unsatisfactory teaching seen was not representative of teaching quality as a whole, and relates to the teaching of writing at Key Stage 1. English is satisfactorily taught at Key Stage 2, as is mathematics throughout the school. Sometimes, mathematics is well taught. Where imaginative and engaging teaching strategies fully involve the pupils, they maintain sustained levels of concentration and make good progress in their learning. The flexibility of mixed-aged teaching and the use of extra teaching staff each morning for literacy and numeracy, allow pupils to be usefully matched to other year groups where work reflects their abilities more accurately. However, assessment information is not always used effectively enough to plan work for the needs of individual pupils, particularly those of higher ability. In addition, marking does not give pupils enough information about how they can improve their work. Numeracy and literacy skills are generally satisfactorily taught, with the exception of independent writing at Key Stage 1. Information and communication technology is not yet used enough in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	National guidance material is being used to plan all subjects, although planning has yet to be fully implemented for information and communication technology so that statutory requirements are met.
Provision for pupils with special educational needs	There are sound procedures based on the Code of Practice. Targets on individual education plans are specific to the needs of individual pupils, and many of these pupils are making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall, although opportunities to explore different cultures and traditions are limited.
How well the school cares for its pupils	Satisfactory overall. There are good health and safety arrangements, and Child Protection issues are well understood and given a high priority. Present assessment systems and their use are being reviewed and improved.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives thoughtful and caring leadership and has steered the school well through a difficult period. She has a clear and purposeful idea of how the school needs to improve and key initiatives are being introduced. The development of the co-ordinators' role has been inhibited by staff changes.
How well the governors fulfil their responsibilities	The governing body is committed and supportive, and knowledgeable about the school's strengths and weaknesses. Governors have a good level of involvement in planning the school's future and fulfil their roles and responsibilities well.
The school's evaluation of its performance	Satisfactory overall. Governors have formal systems for monitoring and feeding back on the school's work. Both new and newly qualified staff have received sound professional support and training. The monitoring of the quality of teaching and learning, however, is currently under-developed.
The strategic use of resources	Finance is clearly linked to the school's educational priorities. Unallocated funds are valuably used to improve the accommodation, and the school's facilities and resources are well used. However, the school is not yet making enough use of its new computers to improve standards. Satisfactory use is made of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• They feel comfortable about approaching the school if they have questions or concerns;• There are high expectations of what their children can achieve;• The school is well led and managed.	<ul style="list-style-type: none">• The range of activities for children outside of lessons;• The extent to which they are kept informed about how well their children are progressing.

Inspection findings generally reflect the positive views of parents, particularly the quality of leadership and management and the ease with which parents can approach the school. The headteacher has worked hard to improve communication and contact with parents and, as a result of recent initiatives, parents are now well informed about their children's progress. Inspection findings also indicate that there is a good range of clubs, but more limited opportunities for pupils to take part in educational visits to support their work in lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good leadership of the headteacher and governing body has managed the school well through a difficult period of change, and initiatives for improvement have started to take effect:

1. The headteacher gives thoughtful, diplomatic and caring leadership, and is clearly identifying where the school needs to review its performance and improve, so that all pupils achieve their best. She is well supported in her work by a well informed, committed and effective governing body. The last two years has been a challenging time for the school, as there have been considerable disruptions to staffing. These factors have impeded the school's development over that time. The main priority of the governing body during this difficult period has been to maintain as much stability as possible for the pupils. This has been well managed both by the governing body, and by the current headteacher since her appointment a year ago. Some significant projects have already been introduced to raise expectations and standards, although they have yet to make a full impact. Chief amongst these is the setting of targets for individual pupils in English and mathematics and the closer analysis of assessment information. Communication with parents has also been considerably improved. At their meeting before the inspection, parents commented positively about the curriculum information they now receive each term.

2. The school is conscious of the need to develop the role of key staff, and is using specific grant money to work on this in partnership with other local small schools. It has been difficult to develop the role of subject co-ordinators with new and temporary staff, but the new co-ordinator for mathematics has very rapidly assumed her role, taken part in training and, has begun to improve the curriculum and resources. She is also planning termly focuses to help her evaluate the quality of teaching and learning. Newly qualified teachers have received sound professional support through observation, visits to other schools and input from local education authority advisory staff. Although the monitoring of teaching and of pupils' work has been inhibited by staff changes, governors have sustained a high level of monitoring of the National Literacy Strategy.

3. The governing body has a good knowledge and understanding of the school's strengths and weaknesses. For example, national test information is fully discussed and issues shared, such as concerns over writing. Governors are well involved in strategic and financial planning, and monitor spending. The school development plan is a comprehensive document and includes both short and longer term planning. Decisions are purposeful and well planned and implemented, for example, the improvements to the school's accommodation. As a result of these initiatives, the school now benefits from an extra classroom for pupils at Key Stage 2, a safe outdoor play area for the youngest children and fixed play equipment in the grounds. There have been considerable improvements to the hall so that it can be successfully used for a range of purposes, and new office space and a staffroom have been created within the old school house. Most recently, the reception area and library have been remodelled to include a small computer suite and additional working area. The governors are also committed to providing generous levels of teaching and learning support staff, to help to ensure that the wide range of ages within each class are well supported by adults.

4. Financial systems have also been improved recently so that transactions can be systematically recorded and tracked. Administrative procedures and day to day checks and balances are well organised and efficiently managed by conscientious administrative staff.

The welfare and safety of pupils are effectively supported within the school's family environment:

5. The school has a warm and caring environment. At their meeting before the inspection, parents spoke with appreciation of the school's family atmosphere. They felt that a small school community had many advantages and expressed the view that parents who live outside the village chose the school for that reason. The school's family environment is particularly emphasised during assembly, when everyone gathers as an intimate group. These occasions give a calm start to the day and, during the inspection, pupils of all ages fully participated in answering questions and joyfully singing together. The positive feelings of parents are also reflected in the rise in the numbers of pupils coming to the school since the last inspection. It is clear from targets set for individual pupils in English and mathematics, that teachers know pupils well, and all staff work hard on behalf of the pupils in their care.

6. There are good arrangements for ensuring pupils' health and safety. School premises and electrical equipment are regularly checked, and there are written risk assessments. Parents are quickly contacted if pupils are ill, and there are clear procedures for the use of medicines in school. In addition, all staff have had emergency first aid training. Outings are well supervised by adults, and there is a good level of security during the school day. Lunch time supervision is eased by the good relationships between supervisors and pupils. Child protection procedures are well established and understood, and there has been recent training.

7. The curriculum for personal, social and health education is developing well. Circle time allows staff and pupils the opportunity to discuss issues such as 'Friendship' or playground behaviour. In a circle time session with pupils at Key Stage 1 and children at the Foundation Stage, the majority developed a good understanding of the virtues of friendship such as, loyalty, generosity and trust. Those pupils who contributed spoke articulately and expressed their ideas well. Pupils at Year 6 benefited from attending a whole day's training related to drug and safety awareness. At Key Stage 1, 'Star' pupils are nominated to do special jobs, and Year 6 pupils are given a 'monitor' role to mark their status as the oldest pupils in the school. Pupils at Key Stage 2 are also responsible for preparing the hall for lunch and assembly. The school's behaviour policy takes a positive stance that encourages good behaviour.

8. Within the school's mixed-age classes, teachers have the flexibility of allowing higher and lower attaining pupils to take part in work planned for other year groups. This approach has been developed further as a result of the school's decision to employ an extra teacher in the mornings, and so create smaller groups for literacy and numeracy. The school has recently begun to set individual targets for pupils, with the purpose of helping them to take more responsibility for their learning, and understand how they can improve. Annual reports now reflect this approach, and give parents more information about their children's progress and areas for development. The headteacher's recent analysis of reading standards throughout the school is being used to demonstrate a methodology to staff for tracking progress and identifying pupils experiencing difficulties, or not progressing as well as they should. Currently, there is a wide range of assessments, and staff often make detailed notes about achievement. The school's intention is to develop the analysis of this data and use this information to plan work which matches more closely the particular needs of each pupil, and so fulfil the school's aim of ensuring that all pupils achieve their full potential.

9. Contact with parents about concerns or particular issues has been improved, with follow-up meetings where necessary. The progress of pupils with special educational needs is regularly reviewed, and targets on individual education plans are specific and detailed. Documentation indicates that many of these pupils are making good progress against their targets.

Pupils enjoy their work, and levels of attendance are high:

10. In keeping with the findings of the previous inspection report, pupils continue to have good attitudes to their learning and remain confident and positive. Pupils are happy to chat with visitors about their work and about their life in school and out. In comparison with other schools, attendance is very high, with no unauthorised and low authorised absence.

11. Where lessons are interesting and challenging, pupils are particularly responsive. For example, in a numeracy lesson for pupils in Years 4, 5 and 6, the pupils were thoroughly engaged in a number bingo game which reinforced their knowledge and understanding of decimal fractions. They carefully and accurately checked off their answers and were keen to win. This lesson moved on at a good pace, assessing and extending pupils' understanding of mathematical concepts and vocabulary. By the end of the lesson, many pupils had improved their understanding of these mathematical ideas and explained their strategies more clearly. Pupils in Years 1 and 2 also responded with interest to the good use of resources in their geography lesson. During their conversation with the teacher they placed photographs of their homes and other buildings in the village according to distance from the school. The interest and attention of pupils in Years 2 and 3 were successfully engaged during group discussion at the end of a numeracy lesson. The notion of a car breaking down and its position to the nearest petrol station, was imaginatively used to consolidate their understanding of rounding numbers up and down.

WHAT COULD BE IMPROVED

The quality of learning opportunities to ensure that all pupils are consistently challenged to achieve their best, particularly in writing:

12. Inspection evidence indicates that the overall quality of teaching is satisfactory, and pupils make satisfactory progress in their learning as they move through the school. As a result, standards are above national expectations in English, mathematics and science by the time pupils leave the school at the age of eleven. Some unsatisfactory teaching was observed during the inspection. However, the sample of lessons seen was small and the proportion of unsatisfactory teaching was unrepresentative of the teaching quality as a whole. Where it occurred, it related to the teaching of writing at Key Stage 1. In keeping with the findings of the previous inspection report, evidence also shows that within otherwise satisfactory teaching work is not consistently well planned to meet the needs of all pupils, particularly those of higher ability. Although new assessment initiatives are designed to look more closely at the achievement of individual pupils and guide lesson planning, they are not yet fully established.

13. Whilst pupils in Year 2 are achieving standards that are above national expectations in speaking and listening, reading and mathematics, standards are closer to national expectations in writing. Formal writing skills, such as handwriting, punctuation and spelling, are conscientiously developed throughout the school, but the quality of the content is not always encouraged as successfully, particularly at Key Stage 1. Consequently, pupils at Key Stage 1 are not achieving as well as they should in writing. This is because they do not have enough opportunities to write independently and at length. Although they sometimes have the chance to write in other subjects, as result of their recent visit to Frinton for example, pupils at Key Stage 1 are not experiencing a wide enough range of writing. Results of the most recent national tests for seven year olds in 2000 reflect this shortcoming, as no pupils achieved the higher Level 3 in writing, in contrast to results in these tests for reading and mathematics.

14. During Key Stage 2, pupils experience a much wider range of writing opportunities and, as a result, they write with interest and imagination. For example, during a literacy lesson, the writing of many pupils in Years 4, 5 and 6 contained individual and original ideas for possible endings to the legend of 'The Worm of Spindlestone Heugh'. Indeed, some higher attainers at Years 5 and 6 produce

powerful pieces of writing in different styles. Sentences vary in length and there is a wide and well-chosen choice of vocabulary. During the literacy lesson at Years 5 and 6 for example, one higher attaining pupil confidently used a thesaurus to find alternative vocabulary to match the archaic style of the legend. Handwriting is joined and tidy, work is organised in paragraphs and punctuation is used accurately within sentences. However, these pupils are not always fully challenged within lessons, either through questioning or exploration of text, to explain or develop their ideas further. In other lessons, particularly at Key Stage 1, teachers are sometimes not bold enough in their expectations of what pupils can achieve. Examples of this are when writing activities do not give pupils enough opportunity to use their good vocabulary within extended pieces of work, or they complete mundane tasks such as copying out. Where this happens, valuable opportunities are lost and pupils do not make enough progress.

15. When pupils are challenged in a supportive and encouraging way, as they were in a numeracy lesson for reception children and Year 1 pupils, their confidence grows. By the end of their whole group discussion, these youngest pupils had made good progress in the recognition of odd and even numbers and identified them confidently. As a result, the teacher increased the pace of her questions and the pupils responded enthusiastically. However, when pupils are not fully challenged or interested by their work, some become restless and inattentive. Pupils' work is regularly marked and some staff write encouraging and lengthy comments. However, marking does not give pupils enough information about how they can improve, and so take on a greater degree of responsibility for their achievement. During the inspection, pupils remarked that, although they receive star points for good work, the quality of their work is not discussed with them and so they cannot judge how well they are doing.

Standards in information and communication technology:

16. Currently, the school is not meeting the statutory requirements of the National Curriculum for information and communication technology and, as a result, standards are below national expectations. Pupils in the present Year 6 for example, have not experienced all aspects of the subject and their key board skills are under-developed. However, the development of information and communication technology is one of the school's major priorities and improvements have already taken place. For example, new hardware has been installed and networked, and a small computer suite established. Planning has been established with the use of national guidance material, and staff training is in place. Additionally, a co-ordinator has been appointed to manage the development of the subject. These developments are already making a positive impact at the Foundation Stage and at Key Stage 1, where these children and pupils are gaining confidence in the use of the mouse to create pictures and move objects around the screen. During a numeracy lesson, reception aged children and those pupils in Year 1 benefited from a demonstration session in the new computer suite by learning support staff on how to use a counting programme. However, although a timetable has been drawn-up to ensure that these computers are used regularly and frequently by all pupils, only limited use of this area was seen during the inspection. This is because the school has yet to resolve conflicting concerns about supervision and the desire to encourage and promote independence and responsibility, particularly with older pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve the standards of work and pupils' achievement, the governors, headteacher and staff should:

- Improve the planning of learning opportunities to ensure that all pupils are consistently challenged to achieve their best, particularly in writing, by:
 - giving pupils at Key Stage 1 more opportunities to write independently and experience a wider range of writing for different purposes;
 - developing and extending the analysis and use of assessment information to guide the planning of work that is well matched to the needs of all pupils, and particularly the higher attainers;
 - raising teachers' expectations of what pupils can achieve;
 - further developing the use of marking so that it gives pupils clear guidance on how they can improve, and so allow them to take some responsibility for their learning.

- Raise standards in information and communication technology and ensure that it meets the statutory requirements of the National Curriculum, by:
 - fully implementing planning across the school to ensure that pupils learn enough basic skills and that all aspects of the subject are taught;
 - resolving issues about supervision to ensure that pupils make full use of the computer suite;
 - undertaking training to improve staff expertise and confidence, as planned.

The school has already identified both these areas within their planning for further improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	6
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	17	50	33*	0	0

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

* The proportion of unsatisfactory teaching within this small sample of lessons is not representative of the overall quality of teaching, which is satisfactory.

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)	N/A	50
Number of full-time pupils eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	36
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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)	3.3
Number of pupils per qualified teacher	15.1
Average class size	19.2

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	50

Financial information

Financial year	00/01
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	£
Total income	177078
Total expenditure	192006
Expenditure per pupil	3692
Balance brought forward from previous year	30013
Balance carried forward to next year	15085

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	45
Number of questionnaires returned	19

Percentage of responses in each category * they may not always add up to 100 where responses have been left blank

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	26	47	21	0	0
My child is making good progress in school.	21	68	11	0	0
Behaviour in the school is good.	16	58	5	0	16
My child gets the right amount of work to do at home.	21	63	5	0	11
The teaching is good.	26	63	0	0	11
I am kept well informed about how my child is getting on.	16	58	21	5	0
I would feel comfortable about approaching the school with questions or a problem.	42	53	5	0	0
The school expects my child to work hard and achieve his or her best.	32	58	0	0	5
The school works closely with parents.	26	68	5	0	0
The school is well led and managed.	32	58	0	0	11
The school is helping my child become mature and responsible.	32	37	11	0	21
The school provides an interesting range of activities outside lessons.	5	26	58	5	5

Other issues raised by parents

In written comments, some parents expressed concern over recent disruptions to staffing, in particular how much it had affected continuity. Other comments reflected concern for how well higher attaining pupils were challenged and whether older pupils, particularly at Year 6, had enough responsibilities. Strengths of the school were listed as being: parental support, non-teaching staff, weekly swimming and small class sizes. At their meeting before the inspection, similar points and issues were raised to those in the questionnaires and written comments.