

# INSPECTION REPORT

**DR. WALKER'S C OF E PRIMARY SCHOOL**

Fyfield

LEA area: Essex

Unique reference number: 115125

Headteacher: Mrs. S. Hunton

Reporting inspector: Mr. R. Passant - 2728

Dates of inspection: 3<sup>rd</sup> – 4<sup>th</sup> April 2000

Inspection number: 187658

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Community  
School category: Voluntary Controlled  
Age range of pupils: 4-11  
Gender of pupils: Mixed

School address: Walker Avenue  
Fyfield  
Ongar  
Essex  
Postcode: CM5 0RG

Telephone number: 01277 899298

Appropriate authority: Governing Body

Name of chair of governors: Mr. L. King

Date of previous inspection: 22<sup>nd</sup> –24<sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr. R. Passant	Registered inspector
Mrs. E. Fraser	Lay inspector
Mr. T. Prosser	Team inspector

The inspection contractor was:

National Educational Services  
Linden House  
Woodland Way  
Gosfield  
Nr. Halstead  
CO9 1TH

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Alexandra House  
33 Kingsway  
London WC2B 6SE

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- The school is led very well.
- The quality and range of learning experiences are good.
- Pupils achieve well above average in National Curriculum tests.
- The provision for pupils' personal development is very good.
- Parents have a very positive view of the school and are actively supportive.

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- The role of subject co-ordinators could be enhanced in order to share good practice and monitor standards.
- Pupils could be involved to a greater extent in setting specific targets for improving individual levels of attainment.
- Pupils' ability to determine the audience for their work and skills of presentation could be developed so that they are able to present their work well when the context requires it.

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Dr. Walker's C of E Primary School serves the villages of Fyfield, Willingale, Berners and Beauchamps Rodings. There were 108 pupils on roll at the time of the inspection all of whom are white UK heritage. The school is smaller than most other primary schools. The number on roll has grown significantly since the previous inspection. It is a popular school and is attracting pupils from outside its immediate area. The percentage of pupils with special educational needs is below the national average as is the number of pupils eligible for free school meals.

The area is one of general social advantage. A few pupils come from agricultural backgrounds but many parents commute to work, either in the immediate vicinity or further afield. There is a social mix in the school and it seeks to foster relationships with parents that are based on partnership. Attainment on entry to the school is varied but generally above average.

The school aims to provide high quality education in a Christian-based environment. The school has a very effective link with a local agrochemical company which enhances the science provision.

The numbers taking National Curriculum Tests mean that results have to be considered carefully. The performance of individual pupils can lead to significant changes in overall percentage.

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

The school is very effective. Standards in National Curriculum tests and assessments and in the work seen are high; the quality of teaching is consistently of good quality, which ensures pupils make good progress in their learning. The school is led very well. It provides good value for money.

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

- The school is led very well. There is a strong sense of teamwork. All adults working in the school share common values and a shared concern for the pupils and their needs. They are reflective about their work and there is a shared commitment to improvement.
- The quality and range of learning experiences are good. High standards in the core subjects by the age of eleven are maintained without a narrowing of the curriculum on offer. Stimulating experiences across a range of subjects foster pupils' interest in learning.
- Pupils achieve well above average in National Curriculum Tests.
- The provision for pupils' personal development is very good. The provision for pupils' spiritual, moral, social and cultural development is very good.
- Parents have a very positive view of the school and are actively supportive. The school is a focal point within the community and learning is enhanced by the community's contribution to the school.

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

- The role of the subject co-ordinators could be enhanced in order to share good practice and monitor standards.
- Pupils could be involved to a greater extent in setting specific targets for improving

individual levels of achievement.

- Pupils' ability to determine the audience for their work and skills of presentation could be developed so that they are able to present their work well when the context requires it.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996. The school has made very significant improvements since the previous inspection. The quality of teaching has improved. The previous report identified weaknesses in whole class teaching. These have been addressed well and the school has implemented the national strategies for literacy and numeracy effectively. Criticisms relating to the balance of time in the curriculum particularly for mathematics and progression within the topic approach then adopted have all been addressed well.

## STANDARDS

Particular care is needed in interpreting the National Curriculum test results because the cohorts of pupils are small. For example in 1999 the performance of one pupil could lead to a 12.5 percent swing.

Nevertheless the indications from the tests and assessment over the four-year period 1996 to 1999 are that the performance of pupils at the age of seven was above the national average in reading and mathematics and well above the national average in writing.

The performance of pupils at the age of eleven in the national tests and assessments over the same period was well above the national average in mathematics and very high in comparison with the national average in English and science. When the performance is compared to similar schools it is in the highest five percent of schools nationally in these two subjects.

Taking the core subjects together, the performance of pupils at age eleven was well above the national average over the four-year period and there is a rising trend which is broadly in line with the national trend.

Overall, the standards of work seen in the current Year 6 class are very good and standards across the school are good. Pupils make good progress. Particular strengths are: pupils' mental ability in mathematics, investigative work for example in history, mathematics and science and the quality of thought and expression in some of the older pupils' writing. Some pupils, however, do not present their work well.

Pupils with special educational needs make good progress against their targets.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. Older pupils show a maturity of approach to their work.
Behaviour, in and out of classrooms	Overall, behaviour is good.
Personal development and relationships	The provision for personal development is very good. There are very good relationships throughout the school between pupils and between adults and pupils.
Attendance	Attendance is satisfactory.



Pupils' behaviour is generally good and teachers are generally skilled in maintaining positive approaches to managing behaviour. Pupils are very respectful for the feelings of other pupils and learn well about others' values and beliefs. They appreciate how their actions may impinge on others. Nevertheless the behaviour of a very small minority of pupils can on occasions be unsatisfactory. The school takes the possibility of bullying very seriously but the positive ethos is such that little if any occurs.

## TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good. It is never less than satisfactory and it is often very good. It is particularly good with the older pupils. A relatively small sample of lessons was observed amounting to 13 hours 40 minutes over the two days of the inspection. Percentages, therefore, should be interpreted with care. The percentage of lessons that were satisfactory or better was 100 percent. The percentage of very good or better lessons was 29 percent.

The quality of teaching in English and mathematics across the school is good. Teachers know the pupils well and effective assessment strategies ensure that work is matched well to pupils' abilities.

Teachers have good subject knowledge and use a range of teaching strategies effectively. Classroom assistants make a significant contribution to learning and there is good teamwork in lessons. Overall, teachers manage pupils well and the quality of planning is good. Basic skills linked to number, reading and writing are taught very well.

The consistency of good quality teaching contributes significantly to pupils' overall good progress. Homework is set regularly and in the main reinforces classroom work effectively. Younger pupils show good levels of concentration and interest in their work and older pupils work with maturity. Pupils' knowledge about their own learning and what they need to do to improve could be usefully developed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils are challenged by a broad, stimulating curriculum that provides a good range of learning experiences. The links with the playgroup are very effective and ensure that pupils have a smooth transfer into school.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is very good. There is a very positive ethos in the school. Issues are discussed and mediated. The planned curriculum supports pupils' developing cultural awareness very well. Pupils contribute to classroom codes of behaviour. Pupils show a genuine care and concern for other pupils and have a very good awareness of right and wrong. Pupils' confidence and self-esteem are fostered in a consistent manner in classrooms and pupils given opportunities to reflect on their life and the lives

	of others.
How well the school cares for its pupils	All members of staff have a good knowledge of the pupils and understand their needs. Procedures for child protection and ensuring pupils' welfare are very good.

The school has very effective links with parents and seeks to establish a genuine partnership with them. Parents have a very positive view of the school. Procedures for monitoring attendance, behaviour and monitoring and eliminating any oppressive behaviour are all good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and the management of the headteacher is very good. Staff share common values and a commitment to improvement.
How well the governors fulfil their responsibilities	The governing body is effective. It has a good understanding of the strengths of the school.
The school's evaluation of its performance	The headteacher monitors the work of the school very well.
The strategic use of resources	Resources and specific funding are used very well.

The leadership of the headteacher provides a very clear sense of direction for the school. The school and the governing body apply the principle of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children get the right amount of homework.</li> <li>• They feel comfortable about approaching the school.</li> <li>• The school expects their children to work hard.</li> <li>• They feel well informed.</li> <li>• The school is led and managed well.</li> <li>• The school is helping their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Behaviour particularly at lunchtime, manners at lunchtime, saying grace before meals.</li> <li>• The challenge of work for older children in a mixed age class.</li> <li>• Communication between school and home.</li> <li>• A concern about their child being with the same teacher, or being in the oldest age range in a class for a further time.</li> </ul>

The positive features are taken from the parents' questionnaire where returns show that 94 percent agree or strongly agree with the above statements. One return is equal to 3 percent. Nine parents attended the parents' meeting and 'concerns' are based on a very small sample.

The inspection evidence supports the very positive views of parents expressed at the meeting and in the questionnaire responses. Behaviour in the school is generally good. Lunchtimes have been divided into two sittings and the ratio of mid-day assistants to pupils is good. Behaviour in lunch and in the playground is good. Grace is said in classrooms at the end of the morning.

Assessments are used well to assess ability and to target work to pupils. Overall pupils make good progress. The headteacher sends out regular newsletters and includes items in local parish magazines and annual reports to the two local parish councils.

Given the size of the school there is a good range of activities for pupils. Football and gymnastics are run as a 'squad' and entry to these clubs is restricted after an initial selection period which is open to all. Country dancing, netball, chess club, training for cross-country running, recorders and church club are open to all.

## **PART B: COMMENTARY**

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

#### **The school is led very well**

1. The headteacher leads the school very well. All adults in the school share common values and a shared concern for the pupils and their needs. There is a strong sense of teamwork and mutual support. The headteacher has established a calm professional culture in which members of staff reflect carefully on what is being taught and the way that it is being taught. There is a shared commitment to improvement. She has established within the school a very positive ethos which is consistent with the aims of the school and has the effect of supporting learning, and focusing on the achievement of high standards. Expectations throughout the school are high.

2. The governing body is very supportive of the school and committed to it. It acts appropriately as critical friend. Future developments are anticipated and planned for within the budget and the principles of best value are applied well. The governing body is effective.

3. The headteacher monitors and evaluates the work of the school effectively through analysis of National Curriculum test results and by being around in classrooms. She uses this information effectively. She balances her commitment to the school with a cool professional appraisal of what needs to be done. She knows the pupils and parents well.

4. The headteacher has a very clear sense of the educational direction that the school is taking. The school development plan could usefully be reviewed to allow it to become an even more effective management tool particularly by considering the way it is presented and clarifying its intended audience.

#### **The quality and range of learning experiences are good**

5. Pupils are challenged by a stimulating and broad curriculum. Lessons are interesting and pupils enjoy learning. High standards in English, mathematics and science in National Curriculum tests are maintained without a narrowing of the curriculum experience. The school is successful in its philosophy of providing a broad range of opportunities for pupils to gain a sense of success.

6. In history, for example, pupils' good progress in knowing about the life and times of Henry VIII was further stimulated by pupils dressing up in a good range of costumes. Mathematics work on estimating capacity was enlivened by the practical investigative approach adopted. In a science lesson very young children were set the task of moving a boat around a 'canal' without touching it. In English older pupils developing their skill in developing a balanced argument were faced with a scenario of a large chemical factory being built adjacent to the school field.

7. Practical and investigative approaches are used well throughout the school. The school also makes good use of resources within the local community and wider afield, such as a trip to the Millennium Dome to stimulate the work and engage pupils' interest. The school has a very effective link with a local agrochemical firm that makes a significant contribution to the quality of science in the school.

### **Pupils achieve well above average in National Curriculum Tests.**

8. Particular care is needed in interpreting the National Curriculum test results as cohorts of pupils are small. For example in 1999 the performance of one pupil at age eleven could lead to a 12.5 percent swing. Nevertheless Dr Walker's school has achieved high results in the National Curriculum tests and assessments over a significant period of time. These have been achieved through consistent good quality teaching based on detailed planning and a curriculum across all subjects that is stimulating and fosters pupils' interest, resulting in positive attitudes to learning. Pupils are prepared well for the tests but are not coached.

9. In 1999 the percentage of pupils reaching the expected level in reading by the age of seven was well above the national average as was the percentage of pupils reaching above the national expectation. In writing the percentage reaching the expected level was very high in comparison with the national average and the percentage reaching above the national expectation was well above the national average. In mathematics the percentage reaching the national expectation was above the national average and the percentage reaching the level above the national expectation was close to the national average. Teacher assessments for science indicate that the percentage of pupils achieving the expected level and the higher level was very high, in the top five percent of schools nationally.

10. When these results are compared with similar schools, a definition based on free school meals, they show that pupil performance in reading tests was above average, in writing well above average and in mathematics close to the average.

11. Over the four-year period 1996 to 1999 the performance of pupils at the age of seven was above the national average in reading and mathematics and well above the national average in writing. There is little difference in the performance of boys and girls, although girls performed slightly better in mathematics.

12. In the 1999 National Curriculum tests, the percentage of pupils reaching the expected level and above the expected level in English were very high in comparison with the national average. In mathematics the percentage reaching the expected level was well above the national average and the percentage of pupils achieving the higher level was close to the national average. In science the percentage reaching the expected level and the level above was very high in comparison with the national average. When the performance of pupils in English and science is compared to similar schools, the results are in the highest five percent of schools nationally.

13. Taking the core subjects together, the performance of pupils at age eleven was well above the national average over the four-year period and there is a rising trend broadly in line with the national trend. Particular care needs to be taken in making comparison by gender given the small numbers and the different balance of boys and girls in the groups. Whilst there are indications that over this period the performance of boys was well above the national average and the performance of girls was very high in comparison to the national average, there is no evidence that boys are performing less well in relations to girls because of the curriculum offered or the quality of the teaching provided.

### **The provision for pupils' personal development is very good.**

14. There is a positive ethos in the school. Pupils are known and valued. The quality of relationships throughout the school is very good and there is a high degree of mutual respect amongst the adults, pupils and in their relationship with each other. The provision for the spiritual, moral, social and cultural development is very good.

15. Teachers listen particularly well to pupils, valuing what they have to say and the contribution they make thereby contributing to their confidence and self-esteem. There is often the sense that the teacher has genuinely enjoyed participating in the lesson. Adults in the school enjoy working with pupils. Whilst the ethos of the school supports learning and high standards it is not leaden. Laughter - often shared - enthusiasm, fun and excitement are important ingredients. Classrooms are interesting places where pupils are made to feel welcome, secure and that they have an important contribution to make. Adults are sensitive to the pupils in their care. They are, for example prepared to allow pupils to practise making choices, giving them time to order their thoughts, as in the canteen when they select lunch. Issues, if there are any, are discussed and mediated openly. Pupils see teachers as being fair. The way adults model respect to pupils is reflected in the way pupils generally behave towards one another and towards other people. Social development is very good. In the playground, for example, when they spot a pupil standing at the 'bus-stop' they respond quickly by inviting that pupil to join in their game. In lessons they work well with each other in cooperative and collaborative activities. Developing a pupil's self esteem, sense of self-worth and confidence are important principles within Dr. Walker's school. They are fostered in the numerous relatively small but very significant interactions in the daily life of the school: the smile of welcome to a latecomer, the register given to be taken back to the office, the oldest pupils sitting on a chair in assembly.

16. The organisation of the school also supports personal development. Pupils participate in devising the school and classroom rules. Pupils understand the rules when they have contributed to their making. The oldest pupils organise a discotheque to raise money for the charity selected by the pupils and there are many other examples, such as the paired-reading and pupils taking responsibility for some aspect of school or classroom routines. Assemblies are used effectively to communicate the ethos of the school.

17. Personal development is fostered effectively, too, within the curriculum. There are good planned opportunities which foster spiritual development. The oldest pupils in a religious education lesson not only developed their respect for other faiths through increasing their knowledge of the Passover meal but also considered the spiritual significance of the objects on show. The same group in history, studying nineteenth century census returns in Fyfield and the surrounding villages, were aware that the people referred to lived at one time in the village and pupils were encouraged to reflect on their lives. The curriculum supports cultural development well.

### **Parents have a very positive view of the school and are actively supportive**

18. The school seeks a genuine partnership with parents. Parents are welcomed to the school. The parents' response to the questionnaire indicates that they find the school approachable. Parents felt that any concerns or problems are dealt with quickly. There are regular newsletters, although the informal 'grapevine' sometimes works faster than the official channels. Members of the community often help in the school and the school is enriched by the community's contribution. There is a strong sense in which the school is a natural focal point for the community. The links, for example with the playgroup, are very good. Meticulous planning for children who attend part-time supports the work of the playgroup and ensures that children make a particularly smooth transition to the school.

## **WHAT COULD BE IMPROVED**

**The role of the subject co-ordinators could be enhanced in order to share good practice and monitor standards.**

19. The expansion of the school and the relief of the headteacher from many teaching responsibilities allows further opportunities to develop the role of subject co-ordinators, particularly in having opportunities to observe teaching and assume greater responsibility for the standards in the subjects for which they have responsibility. There are now opportunities for further developing the good practice evident in the quality of teaching. It is particularly important given that Key Stage 2 classes will be in temporary accommodation and that there is the possibility that professional isolation could develop. Subject co-ordinators have an important role in ensuring that they bind the school together and build on the strong teamwork and evident consensus of values and attitudes currently observed.

**Pupils could be involved to a greater extent in setting specific targets for improving individual levels of attainment.**

20. Year 6 pupils have considerable maturity. One pupil, for example, asked to move to another group in order to catch up on the work missed through absence. Targets are set with individual pupils but currently are not consistently reinforced by marking or whole class discussions at the end of a lesson. Often, too, the targets are broad and generic in nature. The portfolio system provides a very good opportunity to review and discuss targets with individuals so that they are specific and manageable. Pupils do not have their targets written into their exercise books, however – this might make them more conscious of what it is they have to do in order to improve their work.

**Pupils' ability to determine the audience for their work and skills of presentation could be developed so that they are able to present their work well when the context requires it.**

21. Some pupils do not present their work well. They lack skills in presentation and are not always sufficiently aware of their audience to be able to present their work well when the context requires it. It is important, however, that improving these standards does not result in the re-drafting of written work being reduced to writing out work 'in best'. Older pupils often make notes for themselves or work in 'rough' where presentational skills are not required as long as they are able to read their work, which is acceptable. However, in formal exercises, for example when they are writing up an experiment, they do not always appreciate that the audience is not simply themselves and that diagrams should be drawn with precision rather than be free-hand sketches.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

22. Building on the very many strengths of the school the headteacher, members of staff and the governing body should:

1.
  - provide opportunities for subject co-ordinators to monitor standards in classrooms on a prioritised basis in order to:
    - provide support



- share good practice
- further improve standards;

2.

- establish targets with pupils, particularly older pupils which are
  - specific
  - manageable
  - time referenced
- use the portfolio, marking, and end of lesson discussions to reinforce and support pupils' progress in the targets;

3.

- improve pupils' presentation and handwriting skills by:
  - establishing a more consistent approach to use of pencil and ink
- teaching specific presentation skills
- clarifying when work should be presented well on first draft
- ensure that re-drafting of work is not viewed in presentational terms.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

14

Number of discussions with staff, governors, other adults and pupils

16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	50	21	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		108
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		16

#### 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	6
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.16
National comparative data	6.2

#### Unauthorised absence

	%
School data	0.04
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	7	8	7
	Total	14]	15	14
Percentage of pupils at NC level 2 or above	School	93 [69]	100 [75]	93 [92]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	7	7	8
	Total	14	14	15
Percentage of pupils at NC level 2 or above	School	93 [69]	93 [85]	100 [92]
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	4	4	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	4
	Girls	4	4	4
	Total	8	7	8
Percentage of pupils at NC level 4 or above	School	100 [80]	88[100])	100 [100]
	National	70 [65]	69 [59 ]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	
	Girls	4	4	
	Total	8	7	
Percentage of pupils at NC level 4 or above	School	100 [80]	88 [100]	100 [100]
	National	68 [65]	69 [65]	75 [71]

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	108
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	0	0
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)	5
Number of pupils per qualified teacher	21
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	58

### ***Financial information***

Financial year	1998/99
	£
Total income	191010
Total expenditure	179593
Expenditure per pupil	1974
Balance brought forward from previous year	24594
Balance carried forward to next year	36011

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

### **Questionnaire return rate**

Number of questionnaires sent out

108

Number of questionnaires returned

33

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	45	6		
My child is making good progress in school.	42	42	15		
Behaviour in the school is good.	27	58	12	3	
My child gets the right amount of work to do at home.	38	59	3		
The teaching is good.	47	44	9		
I am kept well informed about how my child is getting on.	61	33	6		
I would feel comfortable about approaching the school with questions or a problem.	82	15	3		
The school expects my child to work hard and achieve his or her best.	66	31	3		
The school works closely with parents.	67	33			
The school is well led and managed.	64	30	6		
The school is helping my child become mature and responsible.	58	39	3		
The school provides an interesting range of activities outside lessons.	21	48	21	6	

### **Other issues raised by parents**

The positive features are taken from the parents' questionnaire where returns show 94 percent of respondents agreeing or strongly agreeing with a statement. One return is equal to 3 percent.

Nine parents attended the parents' meeting and 'concerns' are based on a very small sample.

The inspection support the very positive views of parents expressed at the meeting and in the questionnaire responses.