INSPECTION REPORT

BUSHEY HEATH PRIMARY SCHOOL

Watford

LEA area: Hertfordshire

Unique reference number: 117088

Headteacher: Mr S Perrin

Reporting inspector: Mrs J Richardson
6676

Dates of inspection: 1 February – 3 February 2000

Inspection number: 189278

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed

School address:	Bushey Heath Primary School The Rutts Bushey Heath Hertfordshire
Postcode:	WD2 1LP
Telephone number:	0181 950 3042
Fax number:	0181 950 6851

Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Boyd

Date of previous inspection:	09/09/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Joy Richardson	Registered inspector
Geoffrey Penzer	Lay inspector
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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 210 pupils aged from four to eleven, in seven classes. An extension is currently being built to house a nursery class. Most pupils come from the local community of Bushey Heath and the school is oversubscribed. The school provides individual education plans for 23 pupils with special educational needs, one of whom has a statement. A small minority of pupils come from an Asian background. All pupils speak English fluently. Children start school with skills which are well above average for their age.

HOW GOOD THE SCHOOL IS

This is a good school. It provides a very good climate for learning and achieves high standards because it is well led and the teaching is good. The school has many strengths and these far outweigh its weaknesses. It gives good value for money.

What the school does well

- The school achieves high standards, particularly in literacy and numeracy.
- Teaching is good in most classes and often very good or excellent.
- The school's leadership and management promote effective teamwork and a very positive ethos.
- Pupils' attitudes and behaviour are very good; they take a lively interest in their work and contribute responsibly to school life.
- The school gives very good support to pupils with special educational needs and helps pupils who are making slow progress to catch up.

What could be improved

- The monitoring of teaching and learning to ensure that all pupils achieve their best.
- Learning in science and information technology.

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 September 1996. It has maintained high standards since the last inspection and achieved further improvement in English and mathematics. There have been improvements in the planning of the curriculum, in the leadership of subjects and in the recording of pupils' attainment. Plans for the improvement of information technology have yet to be fully implemented. Significant staff changes have occurred since the last inspection. A strong team is now in place, and the school is in a good position to secure further improvement.

STANDARDS

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

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

Overall, standards at the age of eleven are well above the national average, and above average when compared with similar schools. For the last two years, results in English have been in the top 5 per cent of schools nationally. Standards in science are weaker than in English and mathematics because fewer pupils reach a high level. The standards achieved by seven-year-olds, as shown in the 1999 National Curriculum tests, are well above the national average in reading and mathematics and very high in writing.

Over the last four years, standards have risen in English and, to a lesser extent, in mathematics. Standards have remained good in science, though not keeping up with the national rate of improvement.

The work seen on inspection confirms these standards. Very high standards in literacy are a major strength of the school. Standards in mathematics are continuing to improve because of effective implementation of the numeracy strategy. There is satisfactory achievement in information and communications technology, though pupils are capable of higher standards, particularly in Key Stage 2.

The school is working effectively to achieve the target of 90 per cent of pupils in each year group achieving Level 4 or better in English and mathematics. It is also aiming to increase the extent of higher attainment, particularly in science. The school is implementing plans to improve learning in information and communications technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a lively interest in learning. They concentrate and participate well in lessons and enjoy belonging to the school community.
Behaviour, in and out of classrooms	The behaviour of pupils is generally very good in lessons, around the school and in the playground.
Personal development and relationships	Pupils learn to take responsibility and to evaluate their own learning. Relationships are very positive amongst pupils of all ages and between pupils and staff.
Attendance	Attendance is very good and there is no unauthorised absence.

Pupils' positive attitudes, behaviour and relationships contribute to effective learning.

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	good

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

Teaching is largely good or very good in each key stage, though there is some unsatisfactory teaching in Key Stage 2. In lessons seen during the inspection, teaching was at least satisfactory in 92 per cent, but unsatisfactory in 8 per cent because of weak class management. Teaching is good or better in 83 per cent of lessons and very good or excellent in 40 per cent. The generally high quality of teaching is the major factor contributing to the effective learning and high standards of achievement evident in pupils' work. Throughout the school, the teaching of literacy is a particular strength, and numeracy is also well taught.

Teaching takes account of the needs of all pupils, though not always challenging the most able sufficiently, particularly in science. Very good teaching support is provided for lower attaining pupils and those with special educational needs, and they make good progress as a result.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and well planned, with a strong emphasis on literacy. Weaknesses in the provision for information and communications technology are being addressed.
Provision for pupils with special educational needs	The school's provision for pupils with special educational needs is well thought out and effective. Weaknesses in learning are identified, clear targets are set and progress is regularly reviewed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's motto (Respect Encourage Achieve) is put into practice throughout the school community, successfully promoting pupils' personal development and their social and moral awareness.
How well the school cares for its pupils	There are good arrangements for ensuring pupils' health, safety and welfare and all staff work well together to this end.

The school provides a broad and interesting curriculum and attends well to pupils' personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by the deputy headteacher, provides good leadership, creating a positive ethos and developing effective teamwork. The monitoring of teaching and progress is well established but not used to the full as an instrument for improvement.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities effectively, working with the school's senior management, staff, parents and pupils to review and enhance the quality of education provided.
The school's evaluation of its performance	The school analyses its results, though not sufficiently involving teachers in all year groups in this. Areas for action are identified in the school development plan, though this does not clearly define what needs to be done in the classroom to bring about improvement.
The strategic use of resources	The school uses its resources well to provide a good quality of education and to ensure best value for money. Staff are deployed effectively and the development of the school's accommodation and learning resources is well planned.

The school is led effectively and makes good use of its resources to achieve its educational aims.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• Pupils enjoy school and learn well. • The school is well led and managed. • The headteacher and staff are accessible and helpful. • Pupils behave well and learn to be responsible.	• The range of activities outside lessons. • Consistency in the quality of teaching. • The provision of homework.

The views expressed by parents are largely positive but many feel that the provision outside lessons is limited. The school offers a small range of extra-curricular activities, including several sports and French. These activities are led by the headteacher, who takes swimming and football, or arranged commercially. Good provision is made for instrumental tuition in school time but there is little extra-curricular music at present. The school plans to consult with parents over what more is wanted and how this can be arranged. The view of the inspection team is that the limited provision outside lessons is at odds with the school's ambition to stimulate and challenge pupils through a broad range of opportunities.

Inspectors agree that, though the quality of teaching is generally high, it is not consistently so in all classes. The provision of homework has been improved with the implementation of a new policy, but the clarity of guidance for parents and the contribution of homework to pupils' learning should be monitored more closely to secure effective practice throughout the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school achieves high standards, particularly in literacy and numeracy.

1. The good standards achieved in English and mathematics in National Curriculum tests are also evident in pupils' work throughout the school.

2. From the start in reception, children enjoy reading books together with the teacher, learning words and letter sounds to support their independent reading. Pupils make rapid progress in reading in Key Stage 1, reading daily at home and in school. By Year 2, many pupils are reading widely and tackling a range of interesting texts, guided by their teacher. In the lower part of Key Stage 2, pupils continue to read individually from a structured scheme, supplementing this with books of their own choice. The oldest pupils continue to read regularly and with keen enjoyment, as a class, in groups, on their own and paired with younger pupils.

3. Throughout the school, good use is made of the literacy hour to extend skills in reading. Pupils read in unison with the teacher from big books, relishing the dramatic build-up of 'Goldilocks and the Three Bears' in Year 2, or the plays on words in 'Alice in Wonderland' in Year 4. They discuss the meanings of words with lively interest and use grammatical terms such as 'adjective', 'adverb' and 'connective' to talk with clarity about the use of language in what they read and write. Pupils in Year 5 show a good understanding of how fiction and non-fiction texts are organised. They recognise, for example, that 'blurb' or 'synopsis' are more useful terms than 'the thingy on the back', and they know how to use aids such as a glossary and a bibliography. By Year 6, pupils read and appreciate a wide range of fiction and non-fiction, critically appraising what they read.

4. Pupils are taught to apply what they learn from their reading to their own writing, with the result that they become competent and imaginative writers. The youngest pupils use their knowledge of phonics well in attempting to spell words. This is supplemented by a very effective spelling programme which leads to a high level of confidence in spelling throughout the school. As a seven-year-old said: 'enormous…that was in my spellings, so I can write it'. The range of pupils' writing has been expanded in response to recognised areas of weakness. Pupils by the age of seven write lengthy stories and accounts of events, and also organise informative writing well, for example writing about plants or teeth. By the age of eleven, pupils take pleasure in crafting their writing to make an effect. This was evident in pupils' imaginative 'autobiographies' of objects, written, for example, from the point of view of the classroom whiteboard, or a head of hair.

5. The school places a major emphasis on literacy, providing additional time for reading and extended writing as well as a daily literacy hour. Skills in literacy are reinforced effectively by practising them within other subjects.

6. Standards are also high in mathematics. Effective implementation of the numeracy strategy is reflected in pupils' ability to manipulate numbers in their head. Pupils in Year 1 are quick to recognise patterns in numbers, for example when taking one, two, three and four away from ten. By the age of seven, pupils can add, subtract, double and halve numbers to twenty and some can work with numbers to 100 and beyond. They apply their knowledge, for example, in collecting and interpreting

information in a bar chart, explaining their procedures with great clarity. The use of numeracy is evident in a wide range of work, including the recording of weather information in Year 3. By the age of eleven, most pupils are very agile in mental calculation and many enjoy working with large numbers. They explain and compare their strategies, discussing any difficulties encountered. Pupils work confidently with fractions, decimals and percentages. Good skills in numeracy support their work in other subjects.

Teaching is good in most classes and often very good or excellent.

7.   Teachers promote good learning by explaining points well and questioning pupils to check and to extend their understanding. This was seen when a teacher used a sequence of questions to lead pupils, in Year 2, through all the steps needed to make and interpret a bar chart. Helped by support staff, teachers monitor pupils' response to questions, ensuring that everyone participates and that the level of questioning is varied for different pupils.

8.   Teachers frequently challenge pupils to expand their answers and pupils engage in lively debate as a result. For example, pupils in Year 4 eagerly considered whether materials such as sugar and sand which can be 'poured' should be classified as liquids or solids. Teachers explore word meanings and illustrate the use of technical vocabulary very well. They encourage pupils to explain their thinking and to pose questions themselves.

9.   Teachers frequently refer to previous learning in order to reinforce it. They make clear what is to be learned in lessons and plan activities well to achieve this. When necessary, they extend learning in small steps, as when the youngest pupils were taught to count and clap beats to match the number of syllables in their name. In the very best lessons, teachers keep pupils on their toes by the unexpected, for example making deliberate errors for them to spot.

10.   Teachers and support staff are knowledgeable and well trained, as reflected in the high quality of teaching in literacy. Teaching is generally well planned and supported by clear policies and schemes of work. Teachers set a brisk pace in lessons, challenging pupils to complete a good amount of work in the time available.

11.   The management of classes is generally very good and mutual respect between teachers and pupils supports good learning. In the few lessons where teaching is unsatisfactory, weak class management means that pupils do not learn as much or as quickly as they should. Very good teaching and support is provided for pupils with special needs and they progress well as a result. However, teaching does not fully challenge the most able to pursue enquiries in depth, particularly in science.

The school's leadership and management promote effective teamwork and a very positive ethos.

12.   Since the last inspection there have been significant changes in staffing. Governors and senior management have worked effectively to develop the staff team, giving careful consideration to the appointment and deployment of staff and to their continuing professional development. Teachers and support staff work together very well on a daily basis to ensure the smooth running of the school and to take pupils' learning forward.

13.   The school's commitment to training and teamwork enable it to respond very effectively to new initiatives such as the implementation of the literacy and numeracy strategies.

14.   The headteacher and deputy headteacher work together well as a senior management team, leading by professional example in the classroom and fostering staff teamwork. Subject co-ordinators, for example in English, mathematics and information and communications technology, are providing positive leadership in developing the curriculum.

15.   The headteacher is accessible and responsive to the needs of pupils, staff and parents. Governors help to evaluate the school's work, for example consulting with parents and pupils over homework and the school development plan. The school's leadership and management promote a very positive ethos, based on respect, encouragement and the pursuit of high standards. This is reflected in good relationships throughout the school and effective learning.

Pupils' attitudes and behaviour are very good; they take a lively interest in their work and contribute responsibly to school life.

16.   Pupils have very positive attitudes towards their learning. They participate well in lessons, contributing comments and questions which show interest and thoughtful understanding. They listen attentively, settle quickly to work and concentrate on their tasks. Pupils are interested and enquiring, keenly discussing, for example, materials which might be used for a switch in an electrical circuit. They enjoy a challenge and like to show what they can do, as when a pupil in Year 3 suggested using minus numbers to make a triangle of numbers add to the same total on each side. Pupils take pleasure in achievement and talk with enthusiasm about their work. Many share the view of one boy: 'I love books'.

17.   Pupils behave well, understanding the school's routines and expectations. They recognise that they are valued and treated with respect, and they live up to this. Older and younger pupils read together regularly in pairs, and this fosters interest in others across the age groups. Pupils take increasing responsibility as they move through the school, and older pupils are mature and sensible in carrying out tasks such as helping in the dining hall. Elected representatives on the School Council are consulted on issues such as playground rules. Pupils recognise that they have a part to play in making the school a better place. They are actively encouraged to develop a sense of responsibility towards the school, for example contributing to an induction booklet and signing their own home-school agreement. They also look beyond the school in entertaining members of the community, raising money for charities and considering environmental issues.

18.   Pupils' good behaviour and very positive attitudes contribute significantly to their success in learning.

The school gives very good support to pupils with special educational needs and helps pupils who are making slow progress to catch up.

19. The school has very good procedures for identifying pupils with special educational needs and devising individual education plans. Teaching support is well matched to pupils' needs in order to achieve specific improvement. The school's provision is very well managed by the special educational needs co-ordinator. Learning support teachers and assistants are well trained and effectively deployed. Working closely with class teachers, they make a strong contribution to pupils' learning throughout the school.

20. The progress of all pupils is regularly assessed and the school is quick to identify any who are not making the progress expected, particularly in reading. Additional support for these pupils, for example by hearing them read regularly, is effective in helping them to catch up. 'Booster groups' in Year 3 and Year 6 are used well to strengthen the achievement of groups of pupils who need reinforcement in their learning.

WHAT COULD BE IMPROVED

The monitoring of teaching and learning to ensure that all pupils achieve their best.

21. The school's senior management analyses the results of tests at the end of each key stage and initiates appropriate action where weaknesses are identified. In the last two years, there have been significant advances in tracking the progress made by pupils each year.   The school uses standardised tests to monitor pupils' achievement in reading and spelling twice a year, and annually assesses the National Curriculum levels reached in reading comprehension, writing and mathematics. This information is being used to set targets for the end of Key Stage 2 and, increasingly, for the intervening years. There is further work to be done in involving all teachers in the analysis of pupils' performance and the agreeing of goals for each year group, to ensure that pupils consistently make the progress of which they are capable.

22. The school uses information from assessment very well to identify individual pupils who are achieving less than is expected for their age.   It is less rigorous in identifying gifted and talented pupils and ensuring that higher attaining pupils are fully challenged. The school is ambitious on behalf of the most able but not yet ambitious enough. Expectations and targets for higher attaining pupils are not clearly articulated by the school as a whole or in each class. Though interested in their work and encouraged to work hard, able pupils have limited opportunities to show independence, initiative and imagination in pursuing an enquiry or following through an investigation, for example in science.

23. The school's senior management monitors teaching in all classes, observing lessons as part of a continuing process of professional review. The implementation of the literacy and numeracy strategies has encouraged the sharing of good practice and exploration by the whole staff team of what works and why. Lesson observations and staff discussion have been helpful, for example, in refining teachers' use of questions, which is now a strength in many classes. However, the monitoring of teaching by the school's senior management is not sharply focused enough to identify and remedy specific weaknesses in teaching and to set standards of good

practice.

24. The school development plan details areas for action and criteria for measuring success, but these are not related closely enough to the quality of teaching in the classroom. This makes it difficult for the school to implement aims such as the promotion of higher attainment in science. New initiatives, such as the homework policy, have been introduced but are not yet being evaluated in terms of classroom practice to ensure consistency and to gauge the impact on pupils' learning.

Learning in science and information technology.

25. The school ensures that the large majority of pupils achieve the standard expected in science by the end of each key stage. However, more pupils are capable of achieving beyond this level than are currently doing so. The school is concerned to remedy this but at present the tracking of pupils' progress in science is not well enough developed to help the setting of targets. In addition, some staff lack confidence in their own scientific knowledge and particularly in their ability to challenge the thinking of more able pupils.

26. Teaching in science is at least satisfactory and often good or very good. Teachers cover the expected programmes of study and pupils acquire a sound base of scientific knowledge. Pupils undertake practical investigations and these are often purposeful and appropriate. However, they are not always sufficiently tailored by teachers to demonstrate and reinforce key scientific principles or to promote the exercise of scientific skills. Though pupils carry out their set tasks efficiently and with interest and enjoyment, they rarely form hypotheses or predict outcomes. They are not encouraged enough to speculate and wonder why. As a result they do not apply and test the extent of their scientific understanding.

27. Literacy skills, for example in writing, are well pursued within science. However, too little use is made of the large allocation of literacy time in order to read texts relevant to the science curriculum or to develop scientific writing. In science lessons, not enough time is given to the drawing of scientific conclusions and to the posing of supplementary questions to extend the more able.

28. In information and communications technology, pupils broadly achieve the standard expected by the end of Key Stage 1. Pupils in Key Stage 2 extend their skills in a range of work but with limited resources which are often a cause of frustration. Some of the work is of high quality, as seen for example in word-processed programmes for a school performance designed by pupils in Year 6. The teaching seen was at least satisfactory and often good, though constrained by resources in the older years. Work is planned in information and communications technology throughout the school but pupils do not make systematic progress in the acquisition and application of skills. Their achievement is often limited by shortcomings in the school's equipment. At present, the extent of pupils' competence depends heavily on their access to computers out of school.

29. The school has identified information and communications technology as a priority for improvement. It has recently appointed an experienced co-ordinator for the subject, who is now working rapidly to implement a well-conceived action plan. A thorough audit has been carried out of the school's hardware and software and of the need to extend staff expertise. There are sensible plans for using designated funds to enhance resources. The school is working towards establishing a computer

suite networked for internet access, as well as maintaining two computers in each classroom.

30. The school's vision statement includes the intention that, by 2005, staff and pupils should be computer literate and competent in using technology which extends beyond school. This timescale is too extended and the school recognises the need to work with greater urgency towards achieving its aim within a shorter period.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The school should now:

(1) Further improve teaching and learning, through the use of monitoring, by:
   * identifying and remedying weaknesses in teaching;
   * evaluating new initiatives such as homework;
   * using information from assessment purposefully in all years;
   * focusing more sharply on the needs of higher attaining pupils.
   (paragraphs 21-24)

(2) Improve pupils' learning in science by:
   * providing teaching and practical investigative work which promote thinking and questioning about key scientific concepts;
   * setting targets for higher attainment in science and extending teachers' capacity to challenge pupils appropriately. (paragraphs 25-27)

(3) Improve learning in information and communications technology by:

   * implementing the school's action plan and improving resources for information and communications technology;
   * developing teachers' skills and confidence and tracking pupils' progress throughout the school. (paragraphs 28-30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	31	43	9	8	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)		202
Number of full-time pupils eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		51

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	11	11	11
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	97	97	97
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	11	11	11
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	97	97	97
	National	82	86	87

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	12	18	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	18	15	16
	Total	29	26	27
Percentage of pupils at NC level 4 or above	School	97	87	90
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	18	17	17
	Total	29	28	28
Percentage of pupils at NC level 4 or above	School	97	93	93
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	-
Black – African heritage	-
Black – other	-
Indian	4
Pakistani	3
Bangladeshi	-
Chinese	1
White	172
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	0	0
Pakistani	0	0
Bangladeshi	-	-
Chinese	0	0
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)	8.5
Number of pupils per qualified teacher	23.8
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	93

FTE means full-time equivalent

Financial information

Financial year	1998/99

	£
Total income	360454
Total expenditure	349399
Expenditure per pupil	1626
Balance brought forward from previous year	13420
Balance carried forward to next year	24475

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	54	42	2	0	2
Behaviour in the school is good.	57	43	0	0	0
My child gets the right amount of work to do at home.	40	40	14	5	1
The teaching is good.	55	39	4	0	3
I am kept well informed about how my child is getting on.	42	46	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	68	29	2	0	1
The school expects my child to work hard and achieve his or her best.	68	27	4	0	1
The school works closely with parents.	48	48	4	0	1
The school is well led and managed.	62	35	1	0	2
The school is helping my child become mature and responsible.	64	32	2	0	2
The school provides an interesting range of activities outside lessons.	15	39	30	12	5