

# INSPECTION REPORT

## **CHESHAM BOIS CE COMBINED SCHOOL**

Chesham Bois

LEA area: Buckinghamshire

Unique reference number: 110425

Headteacher: Mr P J Stephens

Reporting inspector: Mrs J Boden  
12301

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> March 2000

Inspection number: 190188

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	C E Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Bois Lane Chesham Bois Amersham Bucks.
Postcode:	HP6 6DE
Telephone number:	01494 726901
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Paine
Date of previous inspection:	4 <sup>th</sup> – 7 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

This is a Church of England controlled primary school with 224 pupils aged from four to eleven. There are equal numbers of boys and girls. Although there are a few pupils for whom English is not their first language, they all speak English fluently. The proportion of pupils with special educational needs is below average. The proportion of pupils entitled to free school meals is well below average. When the pupils start school their attainment is above the national average, particularly in English and mathematics.

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

This is a very effective school that provides a very good quality of education for all its pupils. The excellent relationships between all members of the school community promote a warm and caring ethos where pupils feel secure and are keen to learn. As a result, pupils achieve consistently high standards in English, mathematics and science at the end of Key Stage 2. All the staff have high expectations of work and behaviour. They work very well together to challenge each individual pupil. Teaching is good overall and excellent at the end of Key Stage 2. Pupils enter the school with above average levels of attainment. They make good progress and develop very good attitudes to learning that prepare them well for secondary school. The school gives good value for money.

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

- Pupils achieve very high standards in English, and high standards in mathematics and science. The standards achieved have kept pace with national trends.
- The staff work well as a team to provide good learning opportunities for all the pupils. The excellent teaching at the end of Key Stage 2 leads to accelerated learning, and results in very high standards.
- The school provides a very good curriculum that meets the pupils' learning needs and promotes their personal development very well.
- All the staff know their pupils very well and use assessment well to provide clear targets for pupils to improve their work and behaviour.
- All adults provide very good role models and promote moral and social development very well.

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

- The lack of structured monitoring of teaching and learning means that teachers are not aware of their strengths and weaknesses.
- The headteacher, who is the designated child protection officer, has not had any formal training. Most of rest of the staff had not had any recent update in their training.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvement since it was last inspected in 1996. The quality of teaching has improved and pupils are achieving even higher standards in English, mathematics and science than they were at the time of the last inspection. The standards achieved in English are very high in comparison with the national average and the standards in mathematics and science are well above the national average. The standards that pupils achieve in information technology have also improved. At the time of the last inspection, they were judged to be below national expectations. As a result of a clear action plan, teaching has become much more focused and the pupils have many more opportunities to develop their skills in all the required areas of the subject. The areas identified for improvement in the last report have been tackled well.

The staff and governors work well together and they are all very clear about where improvements need to be made. These are identified in the school development plan which is an effective working document.

Given the clear vision and the commitment to succeed, the school is well placed to maintain its high standards and to continue to improve.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	A*	A*
mathematics	A	B	A	B
science	B	A	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Over the three years from 1997, standards have been consistently high. Standards in English are in the top five per cent when compared with primary schools nationally. In order to maintain its high standards, the school has a good system for identifying what pupils need to do next and setting challenging targets that help them to improve. Most pupils achieve very high standards in their written work. They use punctuation well and choose words carefully for effect. They have well above average mental strategies which they use very effectively to solve mathematical problems. These skills are developed systematically as pupils move through the school by a combination of teachers' high expectations and carefully planned lessons that build well on their prior knowledge.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like their school and are keen to talk about it. They work hard in lessons and take pride in the presentation of their work. Many pupils take part in extra-curricular activities and peripatetic music lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons. Playtimes and lunchtimes are pleasant social occasions when the pupils play well together.
Personal development and relationships	Very good. The excellent relationships between all members of the school community are a major strength of the school. Pupils learn to respect other people's values and beliefs and take responsibility for their own actions.
Attendance	School records indicate that attendance is broadly in line with the national average.

## 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.*

The quality of teaching has improved since the last inspection. In just over a fifth of the 14 lessons seen, teaching was excellent. These lessons all occurred in Year 6. This teacher's main strength is that she makes learning fun. Pupils await the start of lessons with eager anticipation and respond very well to her very high expectations. As a result, the steady progress that they make is accelerated in their final year and they achieve very high standards, particularly in English and mathematics.

The teaching of children under five is good. The teacher provides the children with a very good range of practical activities that help them to consolidate what they have learnt. Pupils with special educational needs are taught well because class teachers and support staff work in close partnership to help them to achieve their learning targets. Teachers know their pupils very well and make sure that all groups of pupils are stretched. However, there are too many lessons when the intended learning outcomes for different groups are not identified specifically. Literacy and numeracy are both taught well because the teachers use a structured approach in teaching the basic skills and provide a good range of contexts for pupils to practise them. Teachers' marking of pupils' work gives them very clear indications of how they can improve. Pupils in Year 6 are involved well in analysing their own weaknesses, agreeing targets for improvement and monitoring their own progress. This makes a very good contribution to their personal development.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Very good. The curriculum meets statutory requirements. It is enriched by a good range of educational visits and visitors to the school that contribute well to the pupils' enjoyment of learning. In addition, the pupils benefit from a suitable range of extra-curricular activities. Provision for pupils' personal, social and health education is a particular strength. A weakness in the curriculum for children under five is the lack of a secure outdoor area. They do not, therefore, have enough opportunities to use large play equipment.
Provision for pupils with special educational needs	Very good. Work is matched accurately to their needs and there is effective monitoring of their progress through regular reviews. As a result, they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Good links with the church provide well for their spiritual development. All the adults provide very good role models and this contributes very well to pupils' moral and social development. Good attention is paid to cultural development. A weakness in personal development is the lack of planned opportunities for pupils to show initiative.
How well the school cares for its pupils	Good. In addition to good academic guidance through effective assessment procedures and realistic target setting, the pupils are given a good range of life skills. However, although overall the school is very caring and supportive towards the pupils, the staff have not had any recent formal training in Child Protection.

The school has a good partnership with parents. Parents raise a significant amount of money upon which the school relies heavily.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher	Satisfactory. The relationships between the headteacher and staff are very good. This creates an environment where staff work well together to the benefit of the pupils. However, teachers lack opportunities to further



and other key staff	improve their performance and raise standards even further because the lack of monitoring based on agreed criteria means that they do not receive enough focused information on the strengths and weaknesses of their teaching.
How well the governors fulfil their responsibilities	Good. The governors fulfil their responsibilities well. They know exactly what is going on in the school and have a clear idea of what should be done next in order to raise standards further. They monitor closely the progress of initiatives identified in the school development plan. The school has good systems for ensuring that it receives best value for the money it spends. A weakness is the fact that they have not ensured that there is an effective programme for the monitoring of teaching.
The school's evaluation of its performance	Good. The school is well aware of its strengths and weaknesses and have identified strategies to address the weaknesses. Test results are analysed effectively and extra support is targeted appropriately. Key Stage 1, English test results are used effectively to target support for lower achieving pupils in literacy booster classes in Years 3 and 4.
The strategic use of resources	Good. The school uses the money it has to good effect. The governors are well aware that without the money that parents raise the school would be in financial difficulties and decisions would have to be taken to cut back on spending.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school and they are happy.</li> <li>• The school provides a caring and supportive environment.</li> <li>• The school develops their children as mature and responsible people.</li> <li>• Year 6 pupils are helped through adolescent difficulties very well.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• They would like more specific information about the progress their children have made and the standards they have achieved.</li> <li>• They do not think that the school involves them closely enough in their children's learning.</li> <li>• They are not happy with the amount of homework their children receive.</li> <li>• They do not think that the school provides enough extra-curricular activities.</li> <li>• A small minority feel that their children are not being stretched by suitably challenging work.</li> <li>• A very small minority are concerned about behaviour in some classes.</li> </ul>

The inspectors support the parents' positive views. They found that the annual reports to parents are of very good quality. They give good information about what pupils have achieved and what they need to do to improve. In addition, the school has regular parents' evenings and arrange to accommodate separately any parents who cannot attend. Regular newsletters are sent to parents as well as occasional letters. Inspectors found that the homework that pupils do makes a good contribution to their learning. There is a suitable range of extra-curricular activities although inspectors acknowledge that most involve sport. There was no evidence that pupils were not being stretched or that behaviour was affecting learning.

## **PART B: COMMENTARY**

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

**Pupils achieve very high standards in English and high standards in mathematics and science. The standards achieved have kept pace with national trends.**

1. The school has maintained high standards. When pupils join the school, they have above average skills in literacy and numeracy. By the time they leave, they achieve standards well above those achieved by eleven-year-olds nationally and by pupils from similar backgrounds. The standards they achieve in English are in the top five per cent in the country. In the 1999 National Curriculum English test, nearly all the pupils, including those with special educational needs, reached the expected level 4 and the proportion achieving the higher level 5 was in the top five per cent in the country.
2. Pupils' written and oral work is of a very high standard and they enjoy using language in imaginative ways. They read aloud with very good expression and dramatic pauses and attempt to pronounce new words without fear of ridicule from other pupils. They recognise the use of similes, and higher attaining pupils use metaphors appropriately. Written work is presented well with good attention paid to correct spelling and punctuation.
3. In mathematics, pupils develop excellent mental strategies. The high expectations of teachers and plenty of practice, both in school and at home, lead pupils to calculate quickly and accurately. They learn to use these skills very effectively to solve wide ranging mathematical problems. They enjoy mathematics because they have very good basic skills. A very good example of the depth of pupils knowledge and quick calculation was seen in a Year 6 lesson. The teacher stimulated the pupils' interest by the very good use of games that made learning fun. In one such game, the pupils were given cards with numbers on and a question that would continue the game. The first pupil began by reading from her card, 'I am nine, what is my square root?' This meant that all the pupils had to listen carefully to the questions and answer appropriately if they held the relevant card. The speed with which the game progressed showed that all the pupils had a very good knowledge of mathematical language and could calculate very quickly expressions such as three to the power of four. Later in the lesson, they used their skills to good effect to calculate the areas of triangles and irregular shapes.
4. In science, discussion with pupils showed clearly that they have much more knowledge and understanding than their written work suggests. They have good knowledge and understanding of what constitutes a fair test and were able to see through attempts to present them with tests that appeared to be fair. They have a very good understanding of the interdependence of living things

and use examples of food chains to illustrate this. They know which materials conduct electricity and that those that don't are called insulators. They have a good understanding of forces such as gravity and upthrust and can explain how equilibrium results in objects remaining static.

5. These high standards have been brought about by good teaching that is characterised by high expectations and carefully planned lessons that build well on pupils' prior knowledge. The headteacher and staff are not complacent and are constantly seeking ways to improve.

**The staff work well as a team to provide good learning opportunities for all the pupils. The excellent teaching at the end of Key Stage 2 leads to accelerated learning, and results in very high standards.**

6. A major strength of the provision is the commitment by all the teachers to stretch all the pupils to achieve their full potential. They do this by providing interesting contexts for learning and by encouraging the pupils to try just that little bit harder to do even better. They know the pupils very well, even before they join their classes. This is because the teachers talk to one another and pass on such good records. As a staff, they discuss strategies to improve learning for groups and individuals. The excellent relationships they have with the pupils mean that they feel secure. They know that the teachers want what is best for them. This was evident in discussions with some of the older pupils. As a result, they work very hard, both in lessons and at home, and increase their learning at a good steady pace.
7. By the time they reach Year 6, they know what is expected of them, and their very mature attitudes to work mean that they respond well to the very high expectations of the teacher. She capitalises on their very good attitudes and takes their learning forward at an exceptional pace. The main ingredients of her lessons are relevance and fun. This has the effect of making the pupils work hard because they enjoy what they are doing. They know, for example, that they will not be able to join in the mathematical games if they do not know all their number facts and recall them quickly. The teacher recognises that, although the pupils will all reach the same end point, some will need a lot more help in getting there. She matches the work very accurately to their needs. This means that the pupils are not struggling and, therefore, enjoy a sense of achievement. The small steps provided for some pupils mean that they develop a good understanding of each step before moving on to the next. This leads to very good progress because they build systematically on what they have learnt.

**The school provides a very good curriculum that meets the pupils' learning needs and promotes their personal development very well.**

8. The curriculum is broad and balanced and meets the needs of all the pupils very well. Teachers work hard to stimulate pupils by providing a wide range of experiences that interest them. The pupils are given very good opportunities to develop their literacy and numeracy skills across a wide range of subjects.
9. The curriculum for children under five takes very good account of the learning needs of very young children. The teacher makes good use of the local environment and provides good role-play opportunities that enable the children to understand what is happening around them. Life in the school is currently being disrupted by building work, but the teacher has taken advantage of this to give the children a good insight into the world of work and commerce and to understand how materials are used and how they may be changed. They have their own 'building site' in the classroom and their mathematical skills are being developed successfully by buying and selling bricks. All the teachers take every opportunity that is presented to develop pupils' knowledge and skills in a good range of contexts. Pupils in Year 6 had created a museum of Victorian artefacts. This stimulated the pupils' interest because they had been involved in setting up the museum and were familiar with the objects that they were keen to share and discuss.

10. The curriculum is enriched through a good range of visits that support pupils' learning in many areas. Visitors to the school contribute very well to the pupils' personal development and social awareness. The school nurse makes regular inputs to sex and health education and the community police officer promotes drug awareness. The school is well aware that the pupils do not, in the course of their daily lives, meet people from ethnic minorities and that, therefore, they are not aware of the rich diversity of cultures. They have done their best to address this weakness by arranging visits by members of ethnic minorities and by ensuring that the library has a good stock of books to enable pupils to find out about different cultures. All the adults in the school provide very good role models that promote very good moral and social development. Teachers freely admit when they are wrong and this encourages pupils to see other people's points of view.

**All the staff know their pupils very well and use assessment well to provide clear targets for pupils to improve their work and behaviour.**

11. The school is successful in creating a warm family atmosphere where the pupils feel secure. The excellent relationships between all the adults and the pupils mean that the pupils share their concerns and understand that the school wants what is best for them. They co-operate well with teachers when they suggest how their work can be improved.
12. Pupils with special educational needs are identified at an early stage and are given very good support either in class or in withdrawal groups. Class teachers and support staff work closely together to ensure that their work is matched accurately to their needs. Expectations are high. The work they do is not necessarily easier but it is done at a slower pace. The underlying belief is that the majority of pupils are capable of succeeding if they receive appropriate support. This was confirmed in the 1999 National Curriculum tests when the vast majority achieved the expected level 4 in English.
13. Individual educational plans are of good quality. The targets are reviewed regularly and amended in the light of pupils' progress. The school has good links with outside agencies. Documentation shows that they pursue individual pupils' needs for outside support very well. Class teachers provide well in lessons for pupils with special educational needs. While being sensitive to the need for their full integration, they make sure that they spend time teaching them so that they can assess their progress.
14. From their earliest days in school, pupils' needs are being assessed constantly and appropriate targets set to help them to improve. Some parents are not happy about this because they feel that it is a negative approach when a teacher is looking for what is wrong rather than what is right. The reality is that the school is not complacent. They hold the correct view that everybody should be striving to do better. In the lower years, targets may be set for individuals, groups or whole classes. Individual targets are set to enable pupils to work at the same level as the rest of their group or class. In the early years, these may be very simple. For example, in the reception class, children who are slow to dress themselves after a physical education lesson use a timer to encourage them to speed up. These children were very happy and they received friendly encouragement from others in the class. Pupils respond very positively to target setting. Group and class targets encourage them to work together and support one another so that the target can be achieved. In this way, standards are being driven up constantly and the pupils enjoy their success. In Year 6, pupils analyse their own weak areas and agree targets with the teacher. They also play a part in monitoring their own progress.

**Adults provide very good role models and promote moral and social development very well.**

15. The excellent relationships between all members of the school community are a major strength of the school. The friendly relaxed atmosphere and the respect that all adults show to the pupils encourages them to work hard and to treat one another with respect. Very good provision is made for moral development. Pupils are given good opportunities, appropriate to their age, to discuss

issues relating to right and wrong, particularly with regard to the choices that need to be made about their behaviour and their relationships with others. For example, older pupils discuss bullying and racism while 'Circle Time' is used well with younger pupils to present and discuss worries and moral issues. Pupils are involved well in deciding their own class rules.

16. The success of the provision can be seen by the pupils' very good behaviour around the school and in lessons. During the period before school starts, when pupils play in the playground, older pupils are aware that in the confined space, their actions can affect younger children and they behave accordingly. Older pupils care for younger pupils generally. Before they go home, they make sure that they have their own coats and their own lunch boxes. It is apparent from their manner that they do this because it is the right thing to do and not because they have been told to. Books and displays are treated with respect. When pupils handle the artefacts brought in for lessons, they do so with great care because they know that any damage to them will upset the owners.
17. Provision for social development is also very good. All the adults treat the pupils with courtesy and acknowledge acts of kindness both to themselves and to others. From their earliest days in school, the idea of sharing and co-operation is introduced in all aspects of school life. The behaviour policy is understood and accepted by all but a very few pupils. This results in an orderly school community where pupils respect one another.
18. The school is successful in developing pupils' confidence. This was shown when two Year 6 pupils gave the registered inspector a very informative guided tour of the school on her first visit. They spoke in detail about the work that was being done in each class and recalled with pleasure their past experiences. While wishing to give as much information as possible, they were mindful of the interruption to lessons and had the confidence to say when a visit to a classroom was not appropriate. The pupils' mature and responsible attitudes will stand them in good stead as they continue their education.

## **WHAT COULD BE IMPROVED**

**The lack of structured monitoring of teaching and learning means that teachers are not aware of their strengths and weaknesses.**

19. The headteacher does not monitor teaching and learning effectively. He relies on teachers' reviews of what they have done and is not in a position to assess the effectiveness of individual teachers. Although there has been some monitoring of the implementation of the National Literacy and Numeracy Strategies, this has not been sustained. Teachers do not know what is working well in their lessons and how they need to improve. They have no means of evaluating their own individual performance and promoting even higher standards. This point was made by teachers during feedback on their lessons. Some were genuinely surprised when good features of their lessons were identified. The co-ordinators are not given opportunities to monitor teaching and learning in their own subjects against agreed criteria. This is similar to the findings of the last inspection. It means that they are unable to support their colleagues by assessing and evaluating areas of strengths and weaknesses and providing advice and support where necessary.
20. Although teaching is good and results in good progress in learning, planning is not consistent. Some teachers do not specify intended learning outcomes and assessment opportunities for different groups of pupils when they plan their work. This is a weakness because they have no effective means of knowing whether these pupils have achieved the lesson objectives. It means also that in the event of a teacher's absence there is no assurance that the work would be matched to the needs of all the pupils.

**The headteacher, who is the designated child protection officer, has not had any formal training.**

21. The Year 6 teacher has had formal training in child protection. However, the headteacher who is the designated staff member and some teachers who are relatively new to the school have not had any formal training. The rest of the staff have not had any recent update to their training. This is unsatisfactory because, although all the staff are very caring and supportive to the pupils, there is no assurance that they would always recognise the signs that a child is in need of help.

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

In order to sustain the present high standards and to ensure that the headteacher, key staff and governors become more rigorous in checking how effective the teaching is, they should:

(1) Develop and implement an effective system for the monitoring of teaching and learning by:

- Making sure that the headteacher undertakes classroom monitoring of lessons and shares with teachers what they are doing well and where they need to improve;  
(Paragraph No. 19)
- Making sure that all teachers identify, in their planning, specific learning outcomes and assessment opportunities for all groups of pupils;  
(Paragraph No. 20)
- Developing the role of the co-ordinator to include the monitoring of teaching and learning according to agreed criteria.  
(Paragraph No. 19)

In addition, the school should, as a matter of urgency, arrange for all staff to have suitable training in Child Protection.

## 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	18

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	0	5	5	1	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*

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	224
Number of full-time pupils eligible for free school meals	0
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	27
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	5
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	8

### *Attendance*

#### **Authorised absence**

	%
School data	3.12
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*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	19	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	18	19	18
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	94 (89)	94 (96)	94 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	18	17	16
	Total	30	29	29
Percentage of pupils at NC level 2 or above	School	91 (92)	88 (100)	88 (100)
	National	82 (81)	86 (85)	87 (86)

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

### *Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	18	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	7	10
	Girls	17	14	15
	Total	29	21	25
Percentage of pupils at NC level 4 or above	School	97 ((76)	70 (71)	83 (83)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	8	11
	Girls	17	15	15
	Total	29	23	26



Percentage of pupils at NC level 4 or above	School	97 (80)	77 (65)	87 (80)
	National	68 (65)	69 (68)	75 (71)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	30

*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)	9
Number of pupils per qualified teacher	24.8
Average class size	28

**Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	73

***Financial information***

Financial year	1998/99
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	£
Total income	337247
Total expenditure	338971
Expenditure per pupil	1514
Balance brought forward from previous year	-5594
Balance carried forward to next year	-7318

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	153

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56 (86)	41 (63)	1 (1)	2 (3)	0
My child is making good progress in school.	34 (52)	50 (76)	10 (15)	1 (1)	6 (9)
Behaviour in the school is good.	41 (63)	52 (79)	4 (6)	1 (1)	3 (4)
My child gets the right amount of work to do at home.	32 (50)	43 (66)	13 (19)	7 (11)	5 (7)
The teaching is good.	41 (63)	50 (76)	5 (8)	1 (1)	3 (5)
I am kept well informed about how my child is getting on.	18 (28)	38 (58)	29 (44)	12 (18)	3 (5)
I would feel comfortable about approaching the school with questions or a problem.	44 (67)	40 (61)	9 (14)	7 (11)	0
The school expects my child to work hard and achieve his or her best.	44 (68)	41 (62)	8 (12)	3 (5)	4 (6)
The school works closely with parents.	25 (38)	40 (61)	25 (38)	7 (11)	3 (5)
The school is well led and managed.	42 (65)	48 (73)	5 (8)	1 (1)	4 (6)
The school is helping my child become mature and responsible.	43 (66)	48 (73)	4 (6)	2 (3)	3 (5)
The school provides an interesting range of activities outside lessons.	18 (28)	40 (61)	23 (35)	10 (15)	9 (14)

### Other issues raised by parents

Thirty-five written responses were received. The majority were positive. The unfavourable comments were centred mainly on the fact that the school does not provide sufficient information for parents and that the school does not work closely with parents. Some parents are concerned about the behaviour of a small minority of pupils because this behaviour affects the learning in some classes. Others feel that their children are not being stretched by suitably challenging work. A small number of parents are concerned about the teaching in some classes.

