

INSPECTION REPORT

Chilworth C of E (Aided) Infant School

Chilworth, Guildford

LEA area: Surrey

Unique reference number: 125167

Headteacher: Mrs A M Piper

Reporting inspector: Mr R E Helliwell - 5535

Dates of inspection: 14th - 15th March 2000

Inspection number: 197229

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Dorking Road Chilworth Guildford Surrey
Postcode:	GU4 8NP
Telephone number:	01483 562476
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs P A Allen
Date of previous inspection:	4 th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chilworth Infant School is a voluntary aided Church of England foundation school, situated on the outskirts of Guildford in rural surroundings. It caters for pupils from the ages of four to seven years. At the time of the inspection, there were 19 children on the roll who were under five, and 92 boys and girls altogether. The number on roll has risen steadily in recent years. The school is full to capacity, but is of smaller than average size. At entry, a good majority of children has better than average understanding of reading, writing and general knowledge, and a few have special educational needs. Approximately eight per cent of pupils are registered as having special educational needs - there are two pupils at Key Stage 1 with statements. Pupils come from families of British heritage who live in Chilworth and neighbouring districts: there is one pupil for whom English is an additional language. A few families live in social stress, but most are in reasonable or comfortable circumstances. There is very little turnover: most pupils begin here and then stay throughout their infant school life.

HOW GOOD THE SCHOOL IS

The school is effective and, under the very good leadership of the recently appointed headteacher, has good capacity to improve even further. In particular, pupils' personal development is a very strong feature and standards in all National Curriculum tests are above the national averages¹. Most pupils make steady and some, particularly lower and average attainers, make good progress because most teaching is of good quality. Although it has higher than average income per pupil, the school provides satisfactory value for money, with evidence showing it is on course to provide even better value.

What the school does well

- Standards were above national averages in reading, writing, mathematics and science in National Curriculum tests in 1999 and are similar to the schools² with which it is compared.
- Pupils have high levels of oral competence.
- Standards of music are high - above national expectations³.
- There is a high proportion of good teaching; consistently good teaching for the under-fives, good quality teaching assistance in all years and good quality parental support.
- The school is very well led and managed, and governors have a good grasp of its strengths and weaknesses.
- There is a very good quality induction programme which includes high quality learning materials for children and parents to use at home.
- Pupils' personal development is strong: consequently, pupils like school because they feel cared for.
- Changes brought about by the recently appointed headteacher have been beneficial, and there is good potential for further improvement.

¹ National averages refer to the percentages of pupils nationally who achieve particular levels in English, mathematics and science in National Curriculum tests and teacher assessments at age seven.

² Similar schools are those with similar proportions of pupils entitled to claim free school meals.

³ National expectations are those standards, laid out by Her Majesty's Government in the National Curriculum, which pupils are expected to achieve by a particular age.

What could be improved

- The school's approach to literacy is not as well structured as the package recommended by the National Literacy Strategy — particularly in phonics and grammar.
- In some lessons, teaching is without pace, and so pupils do not always work productively, and higher attainers do not always get enough work or sufficient challenges to meet their needs.
- Progress in pupils' work is somewhat slower in Year 2, especially for higher attainers: consequently, some of them underachieve.
- The school improvement plan is not a strong or sharply focused tool, and so financial resources are not all well matched to the school's most pressing needs.

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 March 1996. On the whole since then, it has maintained standards rather than improved them, and so remains at the average when compared with similar schools. It has taken steps to improve all matters related to the Key Issues identified at the previous inspection, and made other improvements recently - following the appointment of a new headteacher four terms ago. However, improvement has been only moderate since the previous inspection, owing to frequent changes in headteachers and a period of acting headship.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	A*	B	C
Writing	A	A	B	C
Mathematics	A	A	B	C

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

The table shows higher than average results over recent years, but a slight fall recently. In 1999, standards were at the average when compared with similar schools. Work samples and work in class confirm that some standards are high. About three-quarters of children under five are on course to exceed the standards expected for their ages in numeracy and literacy. A high proportion of pupils' work in Year 1 is better than expected for their ages. Although not shown in the table, teacher assessments in science show them to be in the highest five per cent nationally (A*) at the end of Key Stage 1. Evidence at inspection confirms that standards are above average. Pupils' oral competence is very high. In other subjects where there was time to collect evidence, standards were at least in line with age-related expectations - for example, in art - and in music they were above average. The standard of work for pupils in Year 2 matches age-related expectations for nearly all pupils but should be higher, especially for higher attainers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Nearly all pupils like school and enjoy being there.
Behaviour, in and out of classrooms	Nearly all pupils behave very well.
Personal development and relationships	Because teachers and staff know pupils well, take good care of them and ensure their welfare, personal development is very good.
Attendance	Attendance is at the national average, but there is less unauthorised absence than usual.

Children under five have a very good quality induction programme, deriving from good links with the local playgroup and pre-school visits by parents and children. Consequently, children settle in well, continue to be looked after, feel valued and so grow rapidly in confidence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Never less than good	A high proportion good; none unsatisfactory

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.

All teachers organise lessons well and make very good use of classroom assistants and parent helpers, and so pupils usually work well. During the inspection, no teaching was unsatisfactory (22 lessons). The teaching of literacy skills was occasionally very good, but mainly sound for ages 5-7; the teaching of numeracy skills was never less than good. Teaching for the under-fives was never less than good, and some related to literacy skills was very good. Taken as a whole, most teaching was good or better at inspection and met the needs of all pupils. However, phonics and grammar are not taught with enough attention to progression, sometimes higher attainers are not challenged well enough, and occasionally pupils do not work well enough independently. This causes progress to slow from rapid to steady rates and so reduces the potential for even higher attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well structured, suitably organised and is broad and balanced. It is much enriched by other aspects such as swimming, French and extra-curricular activities.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported: all make at least steady and most make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual development within the curriculum is very good, moral development is successful because of staff's good rôle models, provision for social development is very good and cultural development is of good quality.
How well the school cares for its pupils	The school has good quality records of pupils' progress and attainment, rewards and sanctions are clear, and staff know pupils well. Consequently, pupils are happy and settled.

All statutory requirements are met. Particularly strong curricular features are the 'extra' events and happenings; for example, a field trip to 'sing' on a nearby hill and French lessons. There is a very good culture of care, which is understood and adopted by all staff, parents and governors, and thus nearly all pupils are happy and settled. Great care is taken to ensure all pupils' welfare is of paramount concern.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very good. There is a sense of purpose and leadership provides a good model of teaching quality.
How well the governors fulfil their responsibilities	Governors have a very good grasp of the school's strengths and weaknesses and fulfil their statutory responsibilities well.
The school's evaluation of its performance	The headteacher has a very good grasp of the data such as National Curriculum test results, and of the necessary improvements needed to reach even better quality and higher attainment.
The strategic use of resources	The governors spend money carefully but, because of the lack of focus in the improvement plan, have not yet successfully linked their budget to fit all the school's most pressing needs.

The school improvement plan was put together quickly a year ago, because the school was without one. The headteacher knows it is a poor quality instrument and so, presently, is working to produce a better one, more focused on actual needs and the application of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Nearly all children like school. • Most children are making progress. • Behaviour is good. • Teaching is good. • The school is very approachable. • The school expects children to work hard. • The school works closely with parents. • The school is well led and managed. • The school helps children to become mature and responsible. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • There was very little adverse comment. • A few questioned the sufficiency of homework. • A few parents thought higher attaining pupils could make better progress.

The inspection team agrees with the positive views expressed by parents: there was very little adverse comment. The small amount made related to homework and the only steady progress made by some higher attaining pupils. Inspectors agree that higher attaining pupils sometimes need more challenge and many make only moderate progress, but the amount of homework provided is sufficient for pupils of these ages.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards were above national averages in reading, writing, mathematics and science in National Curriculum tests in 1999 and are similar to the schools with which it is compared

1. Standards are above the averages in National Curriculum test results in reading, writing and mathematics at the end of the key stage. Since 1996, the school's performance has been better than the national average, but with some decline in standards recently, and so results are average when compared with similar schools in 1999. Pupils write well, using logical sequence to their ideas, and recount stories they have heard. They read well, but often without sufficient expression to focus on the meaning of the texts. In mathematics, nearly all have good knowledge of numbers and recall number bonds - such as 7+3 or 12+8 - readily when questioned. Teacher assessments show that standards in science are very high and better than those in similar schools. Only five per cent of schools in the country attain such high standards.

2. Work seen during the inspection indicates a continuation of the standards of last year; nevertheless, higher attaining pupils could be doing better in reading, spelling, writing and mathematics. This group makes only steady progress in Year 2, in particular because pupils are not always and consistently challenged to improve in many lessons. This shows clearly in the work sampled during the inspection. Pupils' general knowledge - about living things and the environment - is very good. They happily recall things they know about the human body, and refer enthusiastically to the models on display. Many have a good understanding of science in their environment, and recall their studies easily and with obvious interest. They offer simple and suitable scientific explanations about what they have learned.

Pupils have high levels of oral competence

3. Very many pupils have high standards of oral competence. The good skills which many have at entry are built on and used well in all years, with plenty of opportunity to talk and discuss aspects of their work and personal development. Consequently, they maintain these high levels throughout, until the end of the key stage. This aspect is aided by all adults, including teaching assistants and some parents who help. Attitudes towards pupils are always positive and encouraging but, nevertheless, adults seek regularly to offer appropriate guidance and advice and to engage pupils in discussions about their actions. Pupils know that they are expected to respond, and understand that what they say will be listened to and taken into account. In class, there are many opportunities provided for giving considered and full answers. For example, discussions with children about their 'play' were seen to occur regularly in Reception; and in groups at Key Stage 1, pupils are often asked to explain their written work or to comment on what they are doing.

Standards of music are high - above national expectations

4. In music, standards are high; the result of some very good teaching. Music plays an important part of school life and often interests pupils. This was clear at inspection when observing singing in assembly, which gained much from the use of lively and interesting songs and hymns. Pupils follow the good lead they are given to sing well, with good pitch and clear sense of rhythm, and often attain standards higher than those expected for their ages.

There is a high proportion of good teaching; consistently good teaching for the under-fives, good quality teaching assistance in all years and good quality parental support

5. The teaching seen during the inspection was most often of good quality and occasionally very good: none was unsatisfactory. Twenty-two lessons were seen. In 14 teaching was of good quality, in four it was satisfactory and in four it was very good. That in Year 2 was somewhat stronger than the work seen suggested.

6. Teaching and support for the under-fives are of consistently good quality, and occasionally are very good. The strongest feature of this teaching is the organisation which results in a very good balance between children's independent work and work which is guided by an adult. This ensures that adults have plenty of opportunity to get to know young children well, establish good relationships with them and support them regularly in their play and investigations. Consequently, all make at least steady progress and sustain the higher than average knowledge and understanding which most have when they enter, and others with lower attainment quite rapidly improve. Additionally, there are many times when groups or the whole class are taught specific skills, such as reading or number. This direct instruction produces mainly steady and sometimes quite rapid progress.

7. In Key Stage 1, the same good features of organisation continue: all teachers make very good relationships with pupils, know them well and so increase their confidence. The teaching seen often used resources well to illustrate teaching points. These characteristics were present in about two-thirds of the lessons seen during the inspection.

8. In a music lesson, pupils were properly encouraged to express their feelings, and their interest was greatly heightened. This teaching, coupled with very good choices of music to provide examples, and combined with the teacher's good subject knowledge, resulted in continual instruction for all pupils. The pupils, therefore, caught on to the teaching ideas very well because they were taught skills directly and given different opportunities to learn the key points. In addition, their learning was revised well at the end of the lesson, and so they became even surer of what they had learned.

9. So it was, in all the very best teaching, that very good subject knowledge produced consistently high expectations, good pace and a suitable variety of teaching strategies, including revision. As a result, nearly all pupils made rapid progress in these lessons. This very high quality of teaching was seen in an English and the music lesson at Key Stage 1 - referred to above - and an English and a physical education lesson for the under-fives. In addition, many instances were noticed of good quality support provided by teaching assistants - particularly in literacy skills. Teachers also used parental support well. They thoroughly briefed the parental helpers and many observations during inspection showed that pupils gained much from this support.

The school is very well led and managed, and governors have a good grasp of its strengths and weaknesses

10. This school is very well led and managed: inspectors' views strongly concur with three-quarters of the parents who strongly agree that this is so. Governors are effective, think strategically, and have set the headteacher targets which are very well matched to the school's weaknesses. In addition, the headteacher has a very good idea about the school's strengths and weaknesses, because she has correctly interpreted data about National Curriculum tests, and she monitors teaching quality regularly. For example, she is well aware of desirable gains to be made in comparison with similar schools, and wishes to meet the challenge of improving beyond the average. Moreover, she sets a good example for governors because she has a range of very suitable ideas to improve the school further. Some of these she is already carrying out - for example, in setting up a higher attainers group in Year 1 to accelerate their learning. As an added bonus, the headteacher is a model for very good teaching, and so is well placed to support her colleagues in raising quality further.

There is a very good quality induction programme which includes high quality learning materials for children and parents to use at home

11. The school's induction package for new entrants is of very good quality. Besides the very good relationships with the local playgroup, which visits for a morning per week to undertake activities and also to use the hall, there is a carefully arranged pre-school visit programme. After every pre-school visit, each child's parent is provided with an activity pack to use at home. This contains good quality reading books to 'share', games to play and story tapes for parents and children to listen to at home. There are also helpful guides for parents in supporting children's acquisition of early linguistic and mathematical skills. The package has been developed through the contributions of the nursery assistant and Reception class teacher. At the pre-inspection meeting, parents were quick to say how useful they thought this was: inspectors strongly agree with their views.

Pupils' personal development is strong: consequently, pupils like school because they feel cared for

12. Pupils' personal development is very strong because it is underpinned by very good provision for their spiritual, moral and social development, and backed up by good cultural features. Music plays a big part in these aspects - it is used to create a sense of success and, above all, enjoyment. The headteacher provides a good lead in ensuring that praise is given when earned, pupils' efforts and successes are recognised, and expectations for good behaviour are made known. From entry until leaving, all pupils are cared for well, and adults set them the right examples by treating them fairly. Some very good quality support was seen during the inspection, provided by some parents and governors. They were very well briefed and so knew how to support pupils' learning appropriately, but equally importantly, they formed positive and helpful relationships with pupils. The result of all this effort is a happy and settled school with an almost complete absence of any bullying behaviour.

Changes brought about by the recently appointed headteacher have been beneficial and there is good potential for further improvement

13. All the evidence shows this. The school's National Curriculum tests results have been properly analysed and the correct conclusions drawn. Work has been monitored, compared accurately with National Curriculum expectations, and strengths and weaknesses diagnosed well. In addition, teaching quality has been monitored regularly and analysis of it is accurate and helpful. New management plans are matched closely to the school's needs and are already drafted in a well judged new school improvement plan. The foregoing demonstrate clearly the potential to improve further. Supporting documentation also shows a proper approach to the four principles of best value: set challenges, compare with other schools, consult about planned changes, and ensure contracted services are competitive.

WHAT COULD BE IMPROVED

The school's approach to literacy is not as well structured as the package recommended by the National Literacy Strategy - particularly in phonics and grammar

14. Although most teachers have some grasp of phonics, they lack a clear understanding of the progression in learning them. Also, they often provide answers to pupils' enquiries about spelling rather than teaching a range and insisting on the use of pupils' independent strategies. There were several occasions when teachers confused pupils' grasp of phonics by inappropriately referring to letters as sounds or missing opportunities to draw pupils' attentions to patterns of letter groups and grammatical conventions, such as the need for agreement between nouns and verbs. The consequences are that higher attainers do not spell as well as expected without props, and writing is less rich in expression and vocabulary than it could be.

In some lessons, teaching is without pace, and so pupils do not always work productively, and higher attainers do not always get enough work or sufficient challenges to meet their needs

15. Where there is room for improvement to strengthen mainly satisfactory teaching or to improve good teaching further, there sometimes is a lack of pace, and challenges for higher attainers are too infrequent. In addition, sometimes pupils are unclear of what is expected when they work independently. Therefore, at times such work slows in pace when pupils' discussions too often become socially and not work focused. For example, in an otherwise good English lesson, pupils were unclear of the teacher's expectations for independent work, and so they did not work well and lost their focus - and so productivity slowed in that part. In another lesson, higher attainers were left to their own devices and did not push on as quickly as might be expected: consequently, their progress slowed, rather than maintaining rapid rates. In some lessons, there is not enough instruction and guidance prior to group and independent work taking place. This was often a feature which would have strengthened otherwise satisfactory and good teaching.

Progress in pupils' work is somewhat slower in Year 2, especially for higher attainers: consequently, some of them underachieve

16. Work samples show that progress in most lessons is steady or more rapid, particularly for below average and lower average attainers, but that, across Year 2, progress is slower than in both the other years. Teaching quality during the inspection did not match this finding. The quality seen at inspection produced more rapid progress in many lessons than work samples from September to March of the current academic year indicated. Progress was slowest for higher attainers, and it was often the case that otherwise satisfactory or good teaching could be further enhanced by asking for more effort and expecting higher standards from higher attaining pupils. In one lesson, higher attainers were without enough reminders such as 'writing frames' to guide them to produce high quality work. In another lesson, the activities were not sufficiently challenging and lacked interest, there was less instruction than desirable, and so productivity fell.

The school improvement plan is not a strong or sharply focused tool, and so financial resources are not all well matched to the school's most pressing needs

17. Despite the strong leadership of the headteacher and governing body, the school improvement plan is not a suitably focused tool for guiding development. It is too concerned with provision and desirable activity, but insufficiently clear about curricular targets and the actions needed to raise teaching quality further. Some of the more pressing needs, such as improving grammar and phonics and richer expression in writing, are not clearly featured. The plan was drawn up only shortly after the headteacher was appointed and she recognises its poor quality. Already, she is in the process of redrafting a more suitable plan to assist governors. At present, the governors' spending, although at times related to suitable and effective strategies, such as supporting pupils with lower attainment and special educational needs, is not completely linked to the school's current needs. Nevertheless, the school is poised well for further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. In order to raise standards even further and improve by comparison to similar schools, the governors, headteacher and teachers should:

- ensure the school's approach to literacy is as well structured as the National Literacy Strategy, particularly in progression in phonics and grammar by:
 - improving progression in pupils' grasp of phonics and spelling; [14]⁴
 - improving richness of expression and vocabulary in written work; [16]
 - raising achievement in the work of higher attainers; [15]
- improve teaching quality even further by:
 - sometimes increasing the frequency of direct instruction; [15]
 - sometimes increasing levels of expectations for higher attainers; [15]
 - increasing all teachers' knowledge and understanding of phonics, and especially of progression; [14]
 - increasing pupils' awareness of what is expected and how they can become more productive, especially in group and independent work; [15]
 - making all teaching more consistently of the best quality and increasing the pace of some lessons; [9]
- improve rates of progress and levels of achievement for higher attainers in Year 2 by:
 - increasing the frequency of match between work and prior attainment; [16]
 - paying more attention to clarity of expectation in independent work; [15]
 - making some activities more interesting; [5]
- improve leadership and management even further by:
 - having a more suitably focused school improvement plan based closely on the school's needs (already underway); [17]
 - more completely matching budget to the needs identified. [17]

⁴ Numbers in parentheses[] indicate paragraphs in the report where the information can be found.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	64	18	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	NA	92
Number of full-time pupils eligible for free school meals	NA	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	NA	2
Number of pupils on the school's special educational needs register	NA	7

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.0
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 [98]	14 [16]	12 [16]	26 [32]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14 [14]	14 [16]	13 [16]
	Girls	11 [16]	12 [16]	12 [16]
	Total	25 [30]	26 [32]	25 [32]
Percentage of pupils at NC level 2 or above	School	97 [93]	100 [100]	96 [100]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13 [14]	13 [16]	14 [16]
	Girls	12 [16]	12 [16]	12 [16]
	Total	25 [30]	25 [32]	26 [32]
Percentage of pupils at NC level 2 or above	School	96 [100]	96 [100]	100 [100]
	National	82 [81]	86 [84]	87 [86]

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	73
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	23
Average class size	31

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	85

Financial information

Financial year (forecast)	1999/2000
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	£
Total income	187,818
Total expenditure	187,706
Expenditure per pupil	2086
Balance brought forward from previous year	19,204
Balance carried forward to next year	19,316

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	90
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	16	2	2	0
My child is making good progress in school.	66	30	4	0	0
Behaviour in the school is good.	55	39	0	0	5
My child gets the right amount of work to do at home.	54	34	7	0	5
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	43	46	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	77	21	0	2	0
The school expects my child to work hard and achieve his or her best.	61	34	0	0	5
The school works closely with parents.	59	38	4	0	0
The school is well led and managed.	75	21	4	0	0
The school is helping my child become mature and responsible.	68	27	4	0	2
The school provides an interesting range of activities outside lessons.	52	39	4	0	5

Other issues raised by parents

The inspection team agrees with the positive views expressed by parents: there was very little adverse comment. The very little made related to homework and the only steady progress made by some higher attaining pupils. Inspectors agree that higher attaining pupils sometimes need more challenge and many make only moderate progress, but the amount of homework provided is sufficient for pupils of these ages.