

## INSPECTION REPORT

**GREAT MISSENDEN CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Great Missenden

LEA area: Buckinghamshire

Unique reference number: 110427

Headteacher: Mrs P Budge

Reporting inspector: Mrs J Clemence 22629

Dates of inspection: 11 – 13 September 2000

Inspection number: 225048

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:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Street Great Missenden
Postcode:	HP16 OAZ
Telephone number:	01494 862310
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Appropriate authority:	Governing Body
Name of chair of governors:	Reverend D. Rydings
Date of previous inspection:	March 1995

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 322 pupils between the ages of four and eleven years. There are 155 boys and 160 girls, and a twenty-four place nursery. Twelve children are currently attending the nursery part-time during the Autumn term. In addition, there is a unit for six pupils with hearing impairment, all of whom are fully integrated across the school. Pupils' attainment on entry is mostly above that expected for similar age children. The school is long established, serving the local and wider rural community, where housing is predominantly owner occupied. Most pupils are from a white ethnic background and currently no pupils are known to be eligible for free school meals. This is very low by national comparison. There are eight pupils for whom English is an additional language, although none qualify for additional support. Nineteen per cent of the pupils are on the school's register of special educational needs, a figure that is slightly below the national average. Seven pupils have statements of special educational needs, most with hearing impairment. A small number of pupils, from infant schools in villages nearby, join the school when they are seven. The accommodation has grown around the original school house and now has more recent two storey buildings.

Since the last inspection, there have been significant changes. The number of pupils has increased by one third, and the age range no longer includes Year seven. A new headteacher has been in post for the last two years and all teachers have been appointed since the previous inspection.

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

Great Missenden has many qualities of excellence. It is a highly effective school, with significant strengths, whereby many pupils achieve high levels by the time they leave. It is working effectively to achieve excellence. The high proportion of good, very good and excellent teaching is having a direct and positive impact on the pupils' rate of progress. The headteacher and senior management team provides clear educational direction, with a strong emphasis upon monitoring and evaluating the impact of actions on the quality of education in order to raise standards further. The quality of the curriculum is very good and the excellent range of extra curricular activities further enhance the pupils' educational opportunities. The school provides very good value for money.

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

- Pupils achieve high standards and the proportion reaching higher Levels in English, mathematics and science is rising steadily;
- The high proportion of good, very good and excellent teaching is having a direct effect on the rate of pupils' progress;
- The headteacher and senior management provide strong leadership, and strategies to raise standards further are effective;
- The excellent nursery enables children to have a very secure foundation to their school life;
- Pupils with hearing impairment are integrated effectively throughout the school and make very good progress;
- The excellent ethos enables pupils to achieve high standards academically and socially.

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

- Standards in writing are lower than might be expected because the opportunities and time have been limited in the past;
- Communications between some parents and the school, in order to clarify the procedures and frequency for homework, the amount of information that is realistic to expect from the school, and the opportunities available for parents to become involved in school life.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The very good improvement since the last inspection in 1995 has directly brought about a rise in standards and the rate of pupils' progress. The school made a rigorous and systematic response to all the key issues identified at that time. The action plan subsequently formulated was suitably detailed, and progress towards addressing the key issues has been thorough. Weaknesses identified in the school development plan, and the lack of procedures for monitoring and evaluation have been addressed extensively. The role of teachers with subject responsibilities has been developed effectively, to include monitoring the quality of education in their subjects, teaching, and following the pupils' progress. Procedures for assessment, that were seen to be limited, are now comprehensive and precise, ensuring close tracking of the rate of pupils' progress. Strengths previously identified, have been sustained and developed further. There is now a higher proportion of very good and excellent teaching than previously, and more pupils are reaching higher levels in their work. The school sets realistic and challenging targets that are being met.

## STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A*	A*	A	C	Well above average      A above average            B Average                      C Below average            D Well below average      E
Mathematics	A	A	B	C	
Science	A*	A	A	A	

Standards in the most recent national test results in 2000, show continued improvements. More pupils are achieving higher levels by the end of both key stages. By the end of Key Stage 1, in reading comprehension, a greater proportion of pupils reached higher Levels than previously and there was a significant increase, by sixteen per cent, of pupils gaining higher Levels in mathematics. The high standards achieved in science were sustained from the previous year. By the end of Key Stage 2, in English, almost half the pupils achieved the higher Level; showing an increase of eighteen per cent from the previous year. In science, a greater proportion of pupils achieved the higher Level; representing an increase of thirteen per cent from the previous year. Boys are achieving high standards and the school is going against the national trends in this area. The standards in writing and national test results did not match the high Levels achieved in other areas. There are suitable strategies to address this aspect as a matter of urgency. Standards observed during the inspection were high and appropriate for the pupils. The school has set challenging, yet realistic targets for the forthcoming year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are enthusiastic and highly motivated to do well.
Behaviour, in and out of classrooms	Very good; pupils are courteous and well mannered, showing consideration to one another and adults in class and around the school as a matter of course.
Personal development and relationships	Very good; many show increasing responsibility and maturity for their actions. Relationships between pupils and with adults are very good, based upon mutual trust and respect.
Attendance	Attendance is good, and unauthorised absence is below that found in

	most schools.
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The pupils' very good behaviour and attitudes make a strong contribution to the excellent ethos and sense of order and discipline throughout the school. They are quick to appreciate issues of right and wrong, and show growing confidence in expressing their views and preferences, whilst demonstrating courtesy for others' opinions. The pupils take care and pride in their achievements. There is a high degree of social harmony, regardless of differences in the pupils' backgrounds or attainment. Pupils take a genuine sense of responsibility for school life, including caring for younger children and contributing towards the codes of conduct in classes and around the school. This is bringing about pupils who show considerable maturity, responsibility and good citizenship from an early age.

### 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	Very 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 high quality teaching has a direct impact upon the high standards and rate of pupils' progress. Very good teaching was observed in 39 per cent of lessons seen. In 32 per cent of lessons, teaching was judged to be good. Teaching was satisfactory in 20 per cent of the lessons. A significant minority of teaching, approximately 10 per cent of the lessons seen, was excellent. Excellent teaching was observed in the nursery, Year 2 and Year 6. Teachers provide clear learning objectives and ensure that the activities are well matched to the range of pupils' needs. Pupils use their time efficiently as a result and gain more understanding in the time available. Teachers are skilful in meeting the needs of pupils with special needs, or who are higher attainers. Both groups make the expected progress in their learning. There is sensitivity shown towards pupils with hearing impairment and highly effective team work with the specialist teacher, resulting in those pupils being very well supported and fully integrated across the school. Lessons are planned effectively and teachers ensure that time is used efficiently, with useful plenary sessions and summaries of the learning that has taken place. There were many examples of good and very good teaching in English and mathematics because teachers' planning was detailed and activities well matched to the range of the pupils' needs. Literacy and numeracy are taught effectively and pupils develop a genuine interest in skills of literary appreciation and mathematics as a result. The focus upon improving writing, and strategies planned for the new academic year are appropriate, and designed to bring about higher standards in this area.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall and excellent in the nursery; there is an excellent range of extra-curricular activities throughout the week that provide high quality educational opportunities for the pupils.
Provision for pupils with special educational needs	Very good; pupils are supported very effectively by specialist staff and have precise targets that are reflected fully in daily provision. They achieve well as a result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' social and moral development; good provision for spiritual and cultural development.
How well the school cares	Very good procedures for child protection; procedures for assessing



for its pupils	attainment and monitoring pupils' progress are effective and systematic.
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The curriculum is broad, well balanced and meets statutory requirements. The school monitors closely the amount of time spent on all aspects of the curriculum in order to achieve an optimum in standards of English, mathematics and science, whilst including breadth of opportunity in other subjects. There are many examples where the range of pupils' needs is met effectively and sensitively. Pupils with hearing impairment are integrated seamlessly into all activities, and expectations are suitably high, yet realistic to their individual needs. The effective monitoring of achievements and systematic procedures for assessment ensure that the rate of pupils' progress is tracked rigorously. Under achievement by pupils is identified swiftly and action taken accordingly. There is overall a good partnership between the school and parents that provides a high level of support for the pupils at home and school.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership has excellent features and the deputy headteacher has strong and complementary management skills. The senior management team, including key stage coordinators, is highly effective.
How well the governors fulfil their responsibilities	The governing body is well organised, ably led and actively supportive; there are very good relationships established with staff. It has a clear understanding of the school's relative strengths and weaknesses
The school's evaluation of its performance	The school evaluates its performance regularly and formally. This includes discussions to ensure that the principles of best value are applied, to enable best value for money.
The strategic use of resources	Resources are used efficiently at every level, including staffing, time, finances and materials.

The leadership and management is a strength of the school. The headteacher provides clear educational direction and deploys the senior management team strategically. Delegation is clear, straightforward and effective. The senior management team is highly effective, and together with key stage and subject coordinators, ensures pupils' achievements are scrutinised closely in order to raise standards further. The governing body is organised efficiently and understands their roles and responsibilities in order to fulfil requirements. The school considers the principles of best value in all its decisions and use of funds.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Their children make good progress</li> <li>• The behaviour in the school is good</li> <li>• The teaching is good</li> <li>• Their children are expected to work hard and do their best.</li> </ul>	<ul style="list-style-type: none"> <li>• The right amount of homework</li> <li>• More information about how their children are getting on</li> <li>• Closer working relationship with parents</li> </ul>

The inspection team confirmed all the positive aspects of the school outlined by the parents. The team agreed that there is a need to clarify with some parents the homework policy and practice, although the level meets recommendations. The information to parents was judged to be thorough and comprehensive, with formal opportunities to discuss their children's progress on five occasions during the year. One of these opportunities includes the child themselves. In addition, the school welcomes informal contact with parents to discuss progress. There is a need to clarify further with some parents what is a manageable and realistic amount of information for the school to provide about the children. The school makes considerable efforts to work closely with parents and there are many opportunities for

parents themselves to become involved fully in school life. It is important for the school to clarify with some parents the opportunities and expectations for their involvement.

## **PART B: COMMENTARY**

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

#### **Pupils achieve high standards and the proportion of pupils achieving higher Levels in English, mathematics and science is rising steadily.**

1. Standards achieved in the most recent national test results in 2000 show continued improvements in many areas. In 1999, in reading by the end of Key Stage 1, the proportion of pupils reaching Level 2 or above was very high by national comparison and those reaching Level 3 was above the national average. In mathematics, the proportion of pupils reaching Level 2 or above was very high, and a similarly very high proportion reaching Level 3. In the most recent results, by the end of Key Stage 1, a higher proportion of pupils gained higher Levels in reading comprehension than the previous year and there was a significant increase, by sixteen per cent, of pupils achieving higher Levels in mathematics.

2. In 1999, by the end of Key Stage 2, in English and mathematics, the proportion of pupils reaching Level 4 or above was well above the national average and those reaching higher Levels was above the national average. In science, the proportion of pupils reaching Level 4 or above was well above the national average and pupils reaching higher levels was also well above. In the most recent results, by the end of Key Stage 2, in English, almost half the pupils gained the higher Level 5 representing an increase of eighteen per cent from the previous year. In mathematics the picture was closer to the previous year, and the high standards were sustained successfully. In science, a higher proportion of pupils gained Level 5 with an increase of thirteen per cent. Boys are achieving high standards and the school is successful in going against national trends in this area. The effective strategies for encouraging high achievement by boys are further enhanced by the excellent role models provided by all male staff.

3. The high standards have been due to a number of factors including the concerted effort by the school to focus on booster groups for lower attainers and sessions for higher attainers to raise their achievements further. The very effective teaching in English and mathematics is seen to be having a clear impact and the specialist teacher for science has had considerable impact upon the very high standards achieved in science.

4. Scrutiny of the pupils' books showed carefully presented work with considerable effort in providing reasons for their findings in science, and suitably detailed methods of working in their mathematics. The quality of writing, though previously low by comparison with other results, is already showing improvements, for example in Year 2 and Year 6. Targets set for 2001 are realistically high and appropriately challenging.

#### **The high proportion of good, very good and excellent teaching is having a direct effect on the rate of pupils' progress.**

5. The proportion of good, very good and excellent teaching observed during the inspection was high. Almost half the teaching was either very good or excellent and one third of the teaching was judged to be good. All teaching was satisfactory or better. Good and very good teaching was observed throughout the school and there were examples of excellent teaching in the Nursery, Year 2 and Year 6. As a result, pupils experience highly effective teaching throughout their time at the school and previous learning is built upon systematically.

6. Teachers set high expectations for the pupils' work and pose challenging questions throughout the lessons. Pupils are clear about the learning intentions, as they are displayed prominently at the beginning of lessons and referred to at the end, during plenary time. In addition, all pupils have individual targets at the beginning of workbooks for English and mathematics that have been previously identified and discussed. Teachers are effective in identifying areas for further improvement, and often include pupils in evaluating their own work. This results in pupils aiming to exceed their targets as they help to identify further challenges with the teacher. The excellent teaching in the nursery, Year 2 and Year 6 was characterised by highly challenging activities, precise instructions and expectations and rigorous pace, with summaries at the end of lessons that demonstrated the pupils' learning and progress.

7. Teachers use their time efficiently and lessons begin promptly. Resources are organised effectively and pupils have a suitable sense of urgency conveyed about their work. Lessons have a good pace throughout, ensuring that pupils sustain concentration and motivation.

The management of pupils' behaviour is very effective and all classes have their own codes of practice that have been agreed at the beginning of the year. Teachers expect order, and for pupils to show self discipline as a matter of course. This results in pupils who take responsibility for themselves and show consideration for others, applying themselves with considerable effort to their work and school life. The atmosphere for learning is excellent.

8. Teachers plan their lessons effectively to ensure activities are well matched to the wide range of pupils' needs. The work is modified suitably for those with special needs and higher attainers have work to extend and challenge their thinking. Teachers take great care to ensure that higher attainers have tasks of a suitable calibre and content, demanding a higher level of skills and not simply more of the same type of work. The procedures for assessing pupils are rigorous and methodical. Teachers continue to assess pupils' understanding informally during lessons, whilst carrying out more formal assessments regularly. Pupils' work is saved carefully and annotated in order to show evidence of progress over time, and teachers ensure that work is marked consistently. The curriculum is very well planned, and teachers work co-operatively to bring about compatibility across the same year groups.

9. The very good quality curriculum and excellent extra-curricular activities provides pupils with a broad and enriched education. Teachers ensure there is a broad and balanced curriculum and planning is detailed and thorough. This means that pupils have consistency and continuity in their education as their learning is built upon systematically. The extra-curricular opportunities are excellent and wide ranging, giving pupils extensive opportunities to broaden their education beyond the formal school day. Clubs are provided both during lunch-times and after school, including choir, orchestra, French, gymnastics, Latin, hockey, football and netball to name a few. In addition, there are clubs for pupils to extend their skills in literacy and numeracy. The high quality dramatic and musical presentations are a regular feature and trips abroad further broaden the pupils' education.

10. Teachers are a strong and dynamic team who work effectively together, producing high quality teaching consistently. This is having a clear and direct impact upon the rate of the pupils' progress and the standards that are continually improving.

**The headteacher and senior management provides strong leadership, and strategies to raise standards further are effective.**

11. The headteacher's leadership has excellent features. There is clear educational direction and vision for the school, emphasising the importance of individual pupils, alongside high expectations for raising standards further. The deputy headteacher has strong and complementary leadership skills. The senior management team have a comprehensive overview of the school, due to the efficient management structure and effective strategies to communicate between the nursery, Key Stage 1 and Key Stage 2. The key stage coordinators attend meetings for both key stages thus ensuring a thorough knowledge, continuity and consistency for the pupils. Members of the senior management make a strong team.

12. Procedures for monitoring are rigorous and systematic at all levels. The headteacher and senior management team has regular opportunities to monitor the quality of teaching, provide formal feedback, and identify areas for further development. Teachers with responsibilities for subjects have designated time set apart from teaching in order to monitor standards in their area. Methods for tracking the pupils' progress are highly effective. The headteacher meticulously follows the rate of pupils' progress, whilst also analysing carefully the national test results and trends over time. This results in pupils being identified quickly for temporary underachievement, for example, and prioritising whole school issues such as raising standards in writing.

13. Procedures for evaluation are similarly rigorous and the school sets aside regular time to reflect on the impact of their actions upon standards, the quality of teaching and pupils' progress. Teachers are expected to reflect upon their own practice and areas of responsibility and present formal reports to the governing body annually, identifying areas of strengths, and weaknesses to be addressed in the future.

14. The headteacher places great emphasis on the staff's professional development, and strategies for recruitment have secured a strong and dynamic team who have suitably high expectations for their own career progression. The headteacher has excellent management skills in enabling, empowering and delegating, whilst maintaining an overview of the overall quality of education.

15. The governing body has become increasingly involved in strategic decision making since the appointment of the headteacher, and the chair of governors has provided considerable continuity and insight into the school's development. The governing body has a wide range of expertise relevant to their roles, including skills in law, finance, personnel, management and education. This is exemplified by the chair of finance who has a strong grasp of the school's financial matters. Governors have a clear understanding of the school's relative strengths and weaknesses enabling them to make informed decisions and ask strategic and pertinent questions.

16. The leadership and management are a strength at every level, and ensures the school strives continually for further improvement.

**The excellent nursery enables children to have a very secure foundation to their school life.**

17. The nursery provides high quality education, with well-established routines that secure a firm foundation for the children's future at school. The staff, including a teacher, nursery nurse and support assistant, make a strong team as they work cooperatively and consistently. Children know and understand the expectations from an early age and settle quickly and readily.

18. The teaching observed was either very good or excellent, and characterised by detailed and methodical planning, following the latest requirements and curriculum guidance for the foundation stage. The activities organised are broad ranging and highly creative. During the inspection, there was a nursery shoe shop where children were encouraged successfully to go shopping for shoes. The shop was set up realistically with a shop assistant, foot measure and seating area, along with a wide variety of children's footwear ranging from walking shoes, clogs, flippers, slippers, football boots and ballet shoes. The activity enabled considerable speaking and listening skills, as well as mathematical language, including pairs and counting in twos.

19. The nursery is very well organised with resources and materials easily accessible for children to take responsibility and become increasingly independent. The fantasy room is a bright and attractive area with wall mural and photograph albums depicting life throughout the year in the nursery. It provides a useful contrast for children to sit, play or work quietly as well as providing a separate music area.

20. Children have an excellent start to their school life as routines and work habits are established securely and they have suitably challenging activities.

**Pupils with hearing impairment are integrated effectively throughout the school and make very good progress.**

21. The unit designated for pupils with hearing impairment is effectively managed and well organised. The pupils are integrated sensitively and thoughtfully into classes across the school to ensure they have access to the full curriculum. The support provided is focused and precise. All teachers reflect the pupils' targets on their statements of special educational needs in daily practice, and follow agreed guidelines and strategies for effective communication. The additional support is given discretely, ensuring those pupils are included and supported fully without being highlighted unhelpfully. The provision and daily practice for pupils with hearing impairment provides seamless inclusion into the life of the school.

**The excellent ethos enables pupils to achieve high standards academically and socially.**

22. The school places great emphasis upon the pupils achieving their best both academically and socially. The atmosphere is purposeful and hard working, and results in pupils taking their responsibilities with increasing maturity. There is a strong commitment to maintaining and improving further these high standards. The pupils' achievements are celebrated more formally in assemblies,

where suitable emphasis is placed on good attitudes, behaviour and respect for others, as well as academic achievement. This results in a high degree of social harmony, regardless of the pupils' backgrounds or differences.

## **WHAT COULD BE IMPROVED**

**Standards in writing are lower than might be expected from pupils achieving well in many other areas.**

23. Pupils have not achieved the high levels in writing to match their achievements in other areas. As a result, the quality of their written work is less well developed than could be expected. In the recent past, there has been less time given to develop the pupils' writing and consequently fewer opportunities for their writing skills to be extended. This is being rectified since the beginning of the new academic year. Many pupils take great care in the presentation of their work and use grammatical rules and punctuation with increasing accuracy. They have not yet demonstrated writing in a range of styles at a level that matches their capabilities. The school is taking positive action to address this weakness by organising more opportunities for extended writing. The inspection evidence found standards in writing at this early stage of the term already improving.

### **Communication between some parents and the school**

24. As a result of the parents' questionnaire analysis, comments at the parents' meeting and some written comments, it is clear that a small but significant minority of parents would appreciate further clarification about aspects of the school's life. Some parents are not clear about the procedures and frequency of homework and would like more homework set in any event. Some parents would like more information about their children's progress than the school currently provides and others wish to become more involved in the life of the school.

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

**In the context of its many strengths, the governors, headteacher and staff should seek to improve the school by:**

\*Raising standards in writing by:

- providing suitable time for pupils to extend their writing;
- identifying an appropriate range of opportunities to increase the pupils' writing styles for a range of purposes.

(as referred to in paragraph 23)

\* indicates the school is already addressing this as a priority

Improving the communication with some parents by:

- providing further information about the frequency and amount of homework,
- clarifying the amount of information the school is able to provide about pupils' progress;
- identifying opportunities currently available for parents to work with the school.

(as referred to in paragraph 24)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	9

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9%	39%	32%	19%	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	R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	7	315
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	R- Y6
Number of pupils with statements of special educational needs	2	5
Number of pupils on the school's special educational needs register	3	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

## Attendance

### Authorised absence

	%
School data	4.3
National comparative data	5.4

### Unauthorised absence

	%
School data	0
National comparative data	0.4

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	99	19	14	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	14	14	14
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	14	14	14
	Total	33	33	33
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (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
	99	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	20
	Girls	14	14	15
	Total	32	31	35
Percentage of pupils at NC level 4 or above	School	89 (92)	86 (83)	97 (85)
	National	70 (65)	65 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	17
	Girls	14	14	12
	Total	32	32	29
Percentage of pupils at NC level 4 or above	School	92 (78 )	89 (78)	81 (81)
	National	68 (65)	69 (65)	75 (72)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	1
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	312
Any other minority ethnic group	8

*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	

*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: R – Y6**

Total number of qualified teachers (FTE)	15.3
Number of pupils per qualified teacher	20
Average class size	26

**Education support staff: R – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	160

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	.6
Number of pupils per qualified teacher	12

Total number of education support staff	2
Total aggregate hours worked per week	18

Number of pupils per FTE adult	4
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*FTE means full-time equivalent.*

**Financial information**

Financial year	99/00
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	£
Total income	586,678
Total expenditure	588,613
Expenditure per pupil	1,707
Balance brought forward from previous year	2,662
Balance carried forward to next year	727

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	333
Number of questionnaires returned	130

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	5	1	0
My child is making good progress in school.	45	45	9	1	0
Behaviour in the school is good.	38	57	2	1	2
My child gets the right amount of work to do at home.	24	49	22	5	0
The teaching is good.	52	40	5	1	3
I am kept well informed about how my child is getting on.	28	45	18	8	1
I would feel comfortable about approaching the school with questions or a problem.	54	30	12	4	1
The school expects my child to work hard and achieve his or her best.	50	38	6	2	3
The school works closely with parents.	24	45	21	9	2
The school is well led and managed.	36	46	7	5	7
The school is helping my child become mature and responsible.	41	53	2	0	4
The school provides an interesting range of activities outside lessons.	47	42	8	1	2

### Other issues raised by parents

Some parents consider the amount and frequency of homework is too little. The level of information provided by the school about their childrens' progress is seen to be inadequate for some parents. A few parents would like further information about how to become further involved in school life. Inspectors' responses to these concerns are in the opening summary under "Parents' and carers' views"