

# INSPECTION REPORT

**The Dawnay School**

Leatherhead

LEA area: Surrey

Unique reference number: 130397

Headteacher: Mr M. Lack

Reporting inspector: Ian Knight  
23031

Dates of inspection: 3<sup>rd</sup> April, 2000 – 5<sup>th</sup> April, 2000

Inspection number: 67342

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:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Griffin Way Great Bookham Leatherhead Surrey
Postcode:	KT23 4JJ
Telephone number:	01372 456774
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Appropriate authority:	The Governing Body
Name of chair of governors:	Simon Harrison
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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<b>REPORT CONTENTS</b>	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved?	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 <b>PART B: COMMENTARY</b>	
 <b>WHAT THE SCHOOL DOES WELL</b>	 <b>6</b>
 <b>WHAT COULD BE IMPROVED?</b>	 <b>9</b>
 <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	 <b>9</b>
 <b>PART C: SCHOOL DATA AND INDICATORS</b>	 <b>10</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The Dawnay School is a large primary school with 316 pupils on roll. It serves the village of Great Bookham and the surrounding area near Leatherhead in Surrey. Almost all of the pupils are white, with a small number who speak English as an additional language. The school caters for about 22 travellers' children. The school has two intakes: one form entry into reception, with a further thirty or so pupils entering the junior department in Year 3. The number of pupils with identified special educational needs is well above the national average; the number with a statement of special need is above average. Although there is a range of attainment on entry, overall it is about average.

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

The Dawnay School is a very effective school. Standards are above average in most areas and pupils' attitudes and behaviour are very good. The overall quality of the teaching is good. The school is well led and has made substantial improvements since the last inspection. However, all this is achieved at a cost per pupil which is above average. As such, the school provides sound value for money.

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

- Standards are high overall, with particular strengths in art, investigational mathematics, music, history and physical education.
- Pupils have very good attitudes to their work and are able to work independently very well.
- The teaching is good because teachers have high expectations; listen to and use pupils' responses; have good subject knowledge, and make good use of opportunities for cross-curricular links.
- The school achieves its aim of developing pupils' respect for themselves and others.
- The school cares for its pupils well.

### **WHAT COULD BE IMPROVED**

- Attendance in Key Stage 1 and punctuality throughout the school are not high enough.
- Marking and target setting are not linked rigorously enough and, as a result, pupils do not always know how to improve their work.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996. It has improved considerably since then. Standards have risen in mathematics and science, with a particular strength in investigative mathematics. The reported high standards in art and music have been maintained, and the school now also achieves high standards in history and physical education. Science, too, has improved significantly. Teaching is much improved. No unsatisfactory teaching was observed. At the last inspection, most of the unsatisfactory teaching was in mathematics, where teaching is now good. The key issues have been effectively dealt with: long-term planning now ensures progression in learning, and assessment procedures are in place. The role of the co-ordinators has been improved and strengthened. In addition, parents' perceptions of the school have improved.

## 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	E	C	C	D
Mathematics	D	A	B	B
Science	B	A	A	A

<i>Key</i>	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

Results at Key Stage 1 were broadly average in 1999 except in reading, which was below average. Test results since 1997 show a broadly improving trend in both key stages, with dramatic improvement in science and mathematics at Key Stage 2. The most recent results at Key Stage 1 and in English at Key Stage 2 indicate a year of consolidation in these areas. The school has set appropriate targets for its own performance at the end of Key Stage 2 and is on line to at least achieve them. Inspection evidence confirms the above standards with some improvements noted in English. In particular, extended writing is well promoted through cross-curricular work and is strong. Particularly good English work was seen in Year 5. Investigative mathematics is strong in Year 6. Particular strengths in other subjects include art, music, history and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and try hard in lessons. They are eager to do well.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	Very good. Pupils work together well in pairs or groups, listen to others' contributions and are sensitive to others' points of view.
Attendance	Unsatisfactory. Too many pupils arrive late. Attendance overall is about average, but is too low in Key Stage 1.

## TEACHING AND LEARNING

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

No unsatisfactory teaching was observed. Teaching was at least good in 96 per cent of lessons and very good or excellent in 46 per cent. The proportion of very good and excellent teaching is significantly higher than that usually seen. The teaching of English and mathematics was good overall, leading to good learning in literacy and numeracy. A strength in teaching is the effective use of cross-curricular links. For example, pupils used a journalistic style studied in literacy to write the events of Holy Week in religious education. This allowed pupils to learn elements of both subjects effectively and held their interest. Teachers question effectively, and use pupils' responses well. Relationships are good and praise is used well to raise self-esteem. In the best lessons, teachers have in-depth knowledge of the subject at hand. However, some science lessons were too long and their pace was steady rather than brisk. In the majority of lessons, pupils of all abilities were challenged effectively. In some subjects a closer match of the task to pupils' needs is successfully obtained by teaching them in classes formed using their prior attainment. Pupils with a special educational need are supported well. Information technology is used effectively in lessons. A consequence of the quality of teaching is that pupils are engaged in the task at hand, make progress and learn well.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Particularly strong in Key Stage 2, mainly because of the imaginative use of cross-curricular links. There is a wide range of extra-curricular activities, mainly for older pupils.
Provision for pupils with special educational needs	Good. Pupils are well supported and consequently make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with particular strengths in the provision for moral and social development.
How well the school cares for its pupils	Very well. As a result, pupils are very happy in school. However, formal marking does not always include targets for future performance.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. All staff are committed to raising standards and the school demonstrates the capacity to succeed.
How well the governors fulfil their responsibilities	Good. The governing body has a good understanding of the school's strengths and weaknesses and is closely involved with its working.
The school's evaluation of its performance	Good. The monitoring of teaching and of pupils' work is well established and has led to focused work to improve, for example, standards in English.
The strategic use of resources	Good.

The principles of best value are applied effectively in the school.

## 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 are keen to come to school.</li><li>• Their children make good progress.</li><li>• They believe the teaching is good.</li><li>• They find the school approachable.</li><li>• They are impressed with the leadership of the school and its management.</li><li>• They feel the school's ethos enables their children to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• Some parents feel they don't have enough information on their children's progress.</li><li>• Some were concerned that the Year 2 class was too big.</li><li>• A few thought that the level of homework was not appropriate. These split evenly into those who thought there was too much and those who thought there was not enough.</li></ul>

The team agreed with parents' positive views. They felt that annual reports to parents, whilst satisfactory, could be improved. The Year 2 class is large, which can make whole-class teaching problematic. However, the team found that the school's policy of using other adults in this and other classes was effective, so that learning does not suffer as a consequence. The team found the school's use of homework to be satisfactory.

## **PART B: COMMENTARY**

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

**Standards are high overall, with particular strengths in art, investigational mathematics, music, history and physical education.**

1. The school's results in the 1999 National Curriculum tests for 11 year olds showed that attainment was above the national average in mathematics and well above average in science. The same is true if the school is compared only with schools which have a similar intake. Inspection evidence, which is broader in nature, including an analysis of completed work and observations and discussions in classrooms, confirms these standards. Although the results of the tests for English were only about average, and below the average for schools with a similar intake, a finding of this inspection is that standards are now higher, particularly in extended writing. Following the recent results in tests, the school chose to focus on improving standards in writing. Through this, and the ingenious use of cross-curricular links, high standards of writing can now be seen, for example, in project books. In Year 6, an emphasis on investigational mathematics in one lesson per week is bearing fruit, with high standards of understanding seen in pupils' completed work.

2. In the lessons observed, pupils invariably worked at the expected level or above. In over two-thirds of lessons their attainment was higher than might be expected for their age, and in one lesson in seven it was well above what might be expected. This clearly shows that high attainment is not restricted only to those subjects which are tested. For example, in a Year 2 religious education lesson, the teacher created a purposeful atmosphere in which the pupils could demonstrate understanding above that which would normally be expected. All of the class were able to show an awareness of the importance of Jesus and his teaching. The highest attainers were able to compare elements of their own experience with those of others. Even the lower attaining pupils could identify elements of a parable in their own experience. Pupils' high achievement in lessons follows from the high expectations of their teachers. These were seen in many lessons with further evidence of, for example, challenging work that really extended the high fliers. This was also particularly noticeable in the analysis of completed work in mathematics.

3. Examination of completed work and displays around the school shows that the artwork produced is of a high quality. In history lessons observed, pupils showed a mature and detailed knowledge of the area studied. For example, in a Year 6 lesson, pupils had filled their project books with a wealth of information about the Second World War from their own research. In these books, the artwork accompanying the text was better than might be expected and included some good perspective drawing. Overall, the pupils' high level of interest in the topic led to their high levels of understanding of it. A Year 4 lesson about the ancient Greeks was also characterised by pupils' very good knowledge of life at that time, as well as good independent research skills. Although only one lesson devoted to games could be observed, the standards in that, coupled with the high take-up of extra-curricular sport and the evident success that the school enjoys in competitive sport, confirm the high standards

here. Standards in music are high. Singing in assemblies is sweet and tuneful. In addition, pupils in Year 5 were observed working on their own compositions linked to their current topic. They thought carefully about how to reproduce particular moods and were able to produce a simple graphic score to show the sequence of events in their musical compositions.

**Pupils have very good attitudes to their work and are able to work independently very well.**

4. Pupils were judged to have very good or excellent attitudes and behaviour in over two-thirds of the lessons observed.

5. In a Year 6 mathematics lesson about probability, pupils' mature attitude to the dice experiment and their excitement about testing out their predictions meant that they were able to work purposefully and without direct supervision throughout the lesson. Consequently they made considerable gains in their knowledge and understanding of probability by the end of the lesson. A feature of this lesson, and of others observed, was the quality of the collaborative work. Pupils worked very effectively in pairs to get the job done. This level of collaboration was also seen in a Year 3 science lesson in which the pupils buzzed productively as they made their predictions about the experiment's outcome. Despite some noise from the adjoining classroom, these pupils continued to work with intense concentration. In the Year 4 history lesson cited above, pupils worked together in mixed groups very effectively. They made good use of the reference books provided to research within their groups, contributed ideas and respected the ideas of others.

**The teaching is good because teachers have high expectations; listen to and use pupils' responses; have good subject knowledge, and make good use of opportunities for cross-curricular links.**

6. In many lessons, teachers displayed high expectations of what pupils would achieve and of their behaviour. These were entirely accurate and justified, with the effect that pupils often learned more in a lesson than might normally be expected for their age. For example, in a Year 2 religious education lesson, the teacher's high expectations of behaviour led to a purposeful lesson. In discussing the story of the 'Good Samaritan', pupils' interest was aroused by the teacher's drawing on their previous knowledge and by the later challenge to think of times they had helped people. Each pupil was expected to work at his or her capacity. For example, whilst lower attaining pupils were supported by adults to reflect on the story's moral, their higher attaining classmates were able to make the deduction that the priest had let God down as well as himself. In this lesson, the teacher accepted and used pupils' answers effectively to help them increase their understanding. This came about as the result of good questioning at each pupil's own level. In a Year 5 science lesson about how animals are adapted to their environment, the teacher's in-depth knowledge and passion for the subject shone like a beacon and captivated the pupils as they considered a variety of animals' adaptations. Questions were skilfully used to direct pupils' attention to each particular adaptation, and the depth of knowledge was such that all questions from pupils could be answered authoritatively. The net effect here was that pupils' speaking and listening skills were also developed well. The follow up work for this lesson also promoted literacy skills as pupils were

expected to expand given bullet points into full sentences. In a Year 6 mathematics lesson, the teaching of probability was enhanced by the teacher's understanding of this difficult area. The teacher's high expectations of pupils' involvement in the lesson bore fruit in the form of a brisk pace and significant new learning which carried them from a relatively low starting point to well beyond what might be expected of 11 year olds.

7. Many subjects are effectively combined with literacy teaching to create opportunities for writing in a variety of styles. Examples of this were seen clearly in the analysis of work in history, for example, and the literacy hour for Year 6 was skilfully combined with religious education. These pupils first analysed writing in a newspaper to discover the features of journalistic writing, and subsequently used those features as they reported the events of Holy Week. Even a games lesson was linked to history through the discussion of how the ancient Greeks cheated in the standing long jump.

### **The school achieves its aim of developing pupils' respect for themselves and others.**

8. One of the school's aims is that pupils should develop respect for themselves and others. In many lessons, pupils clearly demonstrated this. For example, in a circle time in Key Stage 1, pupils were very tolerant of each other and listened carefully to all contributions. In almost every lesson observed, relationships between pupils and between pupils and their teacher were of a high order. In addition, teachers are skilled in the use of praise to raise pupils' self esteem. As a result, pupils support each other well in their learning and all are included in lessons. Pupils' personal development is well promoted. For example, pupils are allowed to enter the school from 8.30am before school begins and then sensibly choose from a range of activities. Behaviour in the school is very good. This follows from the codes of conduct which are negotiated annually with pupils. In addition, there is an exemplary 'no blame' bullying policy which is valued by pupils and effective in school.

### **The school cares for its pupils well.**

9. The staff of the school care about the welfare of the pupils and know them well. They provide good role models. In a number of lessons, for example, games and science, staff were careful to remind pupils about possible dangers, showing that the pupils' health and safety have an appropriately high profile in the school. Similarly, the sound written procedures for child protection are implemented well and staff are vigilant. The good behaviour policy is effectively implemented, and the monitoring of behaviour in school is very good. This has a positive effect on learning because teachers' discipline becomes invisible and they can concentrate on the job in hand, which is to maximise pupils' learning. The outcome of these procedures and the school's caring nature is that pupils are clearly happy in school. Indeed, 96 per cent of parents agreed that their children like school, and a similar proportion agreed that the school is helping their children to become mature and responsible.

## **WHAT COULD BE IMPROVED**

### **Attendance in Key Stage 1 and punctuality throughout the school are not high enough.**

10. During the inspection, the team analysed the attendance registers kept since September and observed a number of registration periods. The overall attendance level calculated was 93.9 per cent, which is a little below average. However, this masks a figure of only 92.4 per cent in Key Stage 1, which is significantly below the national average for primary schools of 94.3 per cent, and places this part of the school in the bottom quarter of schools nationally. The school, in partnership with the local authority, has identified a number of pupils who have long term or regular authorised absence from school. Nearly half of these are the children of travellers whose absence is a consequence of their cultural background. In addition, the incidence of recorded late arrivals, at nearly 1 per cent, is higher than usual. Both of these concerns were reflected in lesson observations, more pupils than usual being absent from lessons, or arriving late and consequently disrupting their own and others' learning.

### **Marking and target setting are not linked rigorously enough so that pupils do not always know how to improve their work.**

11. All pupils have individual targets for their work and are aware of them. These are reviewed with pupils regularly. The marking seen in the analysis of completed work was thorough and, largely, celebratory. It is entirely appropriate that the process of reviewing work with younger pupils should take place through immediate discussion. However, the written record of the marking in Key Stage 2 does not always include a target for future work, guidance on how to avoid the same mistake again, or advice on how to improve work even further. Consequently, although pupils have long-term targets, they do not always know what to do to improve in the short-term in relation to the work they have already completed, or how to judge whether they have improved.

12. This is a very effective school with no areas of significant weakness. Nevertheless, the governors, headteacher and staff should consider the following minor points in their future planning. They should:

- \* take further steps to improve attendance in Key Stage 1 and to encourage punctuality in general;
- \* ensure that written comments in pupils' books give clear indications of how work can be improved, together with short term targets for that improvement, so that pupils are fully aware of what they need to do to improve further.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	5

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	42	50	4	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*

<b>Pupils on the school's roll</b>	<b>YR – Y6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	316
Number of full-time pupils eligible for free school meals	37

*FTE means full-time equivalent.*

<b>Special educational needs</b>	<b>YR – Y6</b>
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	54

<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	4

<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	30

### *Attendance*

<b>Authorised absence</b>	<b>%</b>
School data	93.9
National comparative data	94.1

<b>Unauthorised absence</b>	<b>%</b>
School data	0.2
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	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	14	14	28

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	Boys	12	13	12
	Girls	11	12	11
	Total	23	25	23
Percentage of pupils at NC Level 2 or above	School	82	89	82
	National	82	83	87

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	Boys	12	12	13
	Girls	11	11	11
	Total	23	23	24
Percentage of pupils at NC Level 2 or above	School	82	82	86
	National	82	86	87

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	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	1999	30	30	60

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	18	23	27
	Girls	21	23	27
	Total	39	46	54
Percentage of pupils at NC Level 4 or above	School	65	77	90
	National	70	69	78

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	17	22	21
	Girls	22	23	26
	Total	39	45	47
Percentage of pupils at NC Level 4 or above	School	65	75	80
	National	68	69	75

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



***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	1
Chinese	0
White	272
Any other minority ethnic group	22

*This table refers to pupils of compulsory school age only.*

***Exclusions in the last school year***

	<b>Fixed period</b>	<b>Permanent</b>
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	1	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)	15
Number of pupils per qualified teacher	28.7
Average class size	28.7

**Education support staff:**

**YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	192

***Financial information***

Financial year	<b>1999/2000</b>
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	<b>£</b>
Total income	633809.00
Total expenditure	677869.00
Expenditure per pupil	2166.00
Balance brought forward from previous year	30000.00
Balance carried forward to next year	-14060.00

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

**Questionnaire return rate**

Number of questionnaires sent out	316
Number of questionnaires returned	125

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	54	42	4	0	0
My child is making good progress in school.	53	43	2	1	1
Behaviour in the school is good.	41	53	5	2	0
My child gets the right amount of work to do at home.	34	53	7	4	2
The teaching is good.	58	39	1	0	2
I am kept well informed about how my child is getting on.	44	40	15	0	1
I would feel comfortable about approaching the school with questions or a problem.	72	26	2	0	0
The school expects my child to work hard and achieve his or her best.	58	38	2	2	1
The school works closely with parents.	46	46	5	2	1
The school is well led and managed.	70	30	1	0	0
The school is helping my child become mature and responsible.	52	44	2	0	2
The school provides an interesting range of activities outside lessons.	61	34	2	0	3

**Other issues raised by parents**

In the meeting some parents expressed concern over the large class size in Year 2. Some thought the level of homework was inappropriate, split evenly between those who thought there was too much and those who thought there was too little.