

# INSPECTION REPORT

**HUXLEY C.E. PRIMARY SCHOOL**

Chester

LEA area: Cheshire

Unique reference number: 111286

Headteacher: Mrs L Herrick

Reporting inspector: Mrs Sheridan Earnshaw  
11938

Date of inspection: 7 March 2000

Inspection number: 188525

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:	5-11
Gender of pupils:	Mixed
School address:	Church Lane Huxley Chester
Postcode:	CH3 9BH
Telephone number:	01829 781296
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Thornton-Firkin
Date of previous inspection:	16-18 July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6-9</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>10-13</b>
The school consistently maintains standards that are above average in English, mathematics and science	
The quality of teaching of both mixed age classes is good, particularly the teaching of literacy and numeracy.	
Assessment procedures are used very effectively to monitor pupils' progress and to set appropriate targets.	
The pupils have very good attitudes to their work which contributes to the good progress they make and relationships are very positive.	
A good level of care is provided for pupils and the school maintains a welcoming family atmosphere.	
<b>WHAT COULD BE IMPROVED</b>	<b>13-14</b>
The school development plan does not identify specific success criteria and costings.	
The governing body is not sufficiently involved in strategic planning or in monitoring the cost effectiveness of spending.	
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16-19</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Huxley is a small voluntary controlled primary school situated south east of the city of Chester. It serves the villages of Huxley and Hargrave and other surrounding villages. The majority of pupils are from private homes and a third are from rented accommodation. There are 46 pupils on roll. Pupils enter the school at the age of five. There are no pupils in the school for whom English is an additional language. There are nine pupils with special educational needs, which is average nationally and one of these has a statement. Very few pupils are eligible for free school meals. The attainment of pupils on entry although variable is broadly average.

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

Huxley CE Primary is an effective school. It achieves standards that are above average. The quality of teaching is good for all age groups and the school is effectively led and managed by the headteacher. It provides well for its community, and through the standards achieved and the quality of education provided it gives sound value for money.

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

- Standards are above average in English, mathematics and science.
- The quality of teaching of both mixed age classes is good, particularly the teaching of literacy and numeracy.
- Assessment procedures are used very effectively to monitor pupils' progress and to set appropriate targets.
- The pupils have very good attitudes to their work which contributes to the good progress they make and relationships are very positive.
- A very good level of care is provided for pupils and the school maintains a welcoming family atmosphere.

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

- The school development plan does not identify specific success criteria and costings.
- The governing body is not sufficiently involved in strategic planning or in monitoring the cost effectiveness of spending.

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

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

Since the school was last inspected in July 1996 it has made sound improvements. It has continued to maintain average or above average standards in English, mathematics and science. Most of the key issues from the previous report have been addressed well. There are now schemes of work in place for all subjects and there is a good scheme for literacy for the mixed age groups. A similar scheme for numeracy is under way. Assessment procedures are in place which help teachers to build on pupils' learning appropriately and this issue has been very well addressed. The key issue concerning monitoring and evaluating the work in classrooms and the effectiveness of the school's performance has been partially tackled. The school is monitoring and evaluating the results of national tests and is carefully tracking the progress pupils make. However, although the governors have visited classrooms to observe teaching, there has been no evaluation of its effectiveness and there is no specific involvement by the governing body in monitoring the school development plan or evaluating its cost

effectiveness. Since the last inspection effective strategies have been put in place to improve handwriting.

## STANDARDS

Standards achieved by eleven-year-olds based on the latest National Curriculum tests for which there is comparative data are usually reported. As only a few pupils were tested, results are not published nor are comparisons made as small numbers make comparisons unreliable.

When children enter the school at the age of five although the range of attainment varies the majority attain standards broadly typical of children their age. By the age of seven, the majority of pupils are attaining the expected level 2 or above in reading, writing and mathematics. In 1999 the number of pupils attaining level 2 or above in reading was close to the national average, whilst their achievements in writing and mathematics were very high compared nationally.

Only one pupil took the national tests for English, mathematics and science for eleven-year-olds in 1999.

Taking into account the results of national tests over the last four years the school's average for English, mathematics and science was above the national trend.

In the work seen during the inspection the majority of pupils aged seven and 11 are attaining standards that are average, with a high proportion attaining standards that are above average in all three subjects of English, mathematics and science. The school has set appropriate targets for the next two years.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive attitudes. Pupils are eager to learn and are enthusiastic about their lessons.
Behaviour, in and out of classrooms	Behaviour is generally very good. Pupils follow school rules and routines very well.
Personal development and relationships	Relationships are very good throughout school and pupils are keen to take on responsibilities. They assist willingly in the daily routines of the school.
Attendance	Very good. Pupils like coming to school.

Pupils show very good attitudes to all aspects of school life. They settle down quickly to work and approach all tasks with enthusiasm. They behave very well in and around school and are very supportive of each other, particularly of those pupils who have special educational needs.

## TEACHING AND LEARNING

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

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

Overall teaching is good in all key stages. In 79 per cent of lessons teaching is good and in 21 per cent it is satisfactory. For the reception children who are under five, teaching is good in 75 per cent of lessons. In Key Stage 1, 100 per cent of teaching is good and in Key Stage 2, teaching is good in 75 per cent of lessons. There is no unsatisfactory teaching.

Lessons are well planned and organised, particularly for mixed age groups. Activities are interesting and build appropriately on pupils' previous learning. There is a good match of activities to pupils' individual levels of attainment and all pupils are effectively challenged so that learning is good. The activities provided in literacy and numeracy are good and lessons adhere well to the national strategies. Lessons are well organised and resources carefully provided for individual groups of pupils. Teachers have good relationships with their classes and pupils know what is expected of them. Staff handle any behaviour difficulties that arise very well so that pupil's learning is not affected.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good and there is a broad range of curriculum opportunities for all pupils. Occasionally pupils who are under five are not given sufficient opportunities for structured play.
Provision for pupils with special educational needs	Good. Pupils are well supported in the classroom and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Spiritual development is sound. Moral and social development are very good. Pupils are taught right from wrong and work well together. They are provided with a broad range of cultural and multicultural experiences.
How well the school cares for its pupils	The school provides a good level of care to ensure the welfare and safety of its pupils.

The curriculum for Key Stage 1 and Key Stage 2 is good. It is broad and balanced and meets statutory requirements. There are thorough schemes of work in place for all subjects. Although there is no policy in place for personal, social and health education, these aspects are incorporated into other subjects of the curriculum. The school has just purchased new computers and has recently been placed on the Internet. Pupils are provided with a range of opportunities to develop good computer skills.

The curriculum for children who are under five is satisfactory and planning relates well to the nationally agreed areas of learning. However, planning does not always provide opportunities for children to take part in a sufficient range of structured play activities suitable for the age group.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and has set a clear direction for the school. The expertise of subject managers is used very effectively and this makes a good contribution to pupils' learning.
How well the governors fulfil their responsibilities	They fulfil their statutory duties but their role in the strategic development of the school is underdeveloped.
The school's evaluation of its performance	The monitoring of standards and the tracking of pupils' performance are good but overall monitoring and evaluation of developments and their cost effectiveness is unsatisfactory.
The strategic use of resources	Sound. As it is a small school the individual expenditure per pupil is high but pupils enter school with average levels of attainment, the teaching is good and the majority attain standards that are average or above by the time they are 11.

## 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 enjoy coming to school;</li> <li>• they are generally satisfied with the quality of teaching;</li> <li>• most feel their children are making good progress;</li> <li>• the majority feel that the school is helping their children to be responsible;</li> <li>• the school expects children to work hard;</li> <li>• the school cares for their children.</li> </ul>	<ul style="list-style-type: none"> <li>• There is some behaviour which is not controlled;</li> <li>• they do not always feel comfortable approaching the school;</li> <li>• some feel the school does not work well with parents;</li> <li>• many are concerned about the lack of supervision at break times;</li> <li>• there are not enough extra-curricular activities.</li> </ul>

Whilst the inspectors agree with the positive comments about the school, they judge that the school is doing its best to overcome the more negative ones. The incidents of unacceptable behaviour are handled well by staff and are brought under control very well by a very caring approach. The school works well with many parents who are involved in the life of the school and staff are regularly available for those parents who wish to discuss their children. Meetings are held regularly to discuss progress, to explain about the curriculum and for the induction of new pupils into the reception and junior classes. Pupils are well supervised at break times by a member of staff. There is an adequate range of extra-curricular activities, similar to that of other schools.

## **PART B: COMMENTARY**

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

#### **Standards are above average in English, mathematics and science.**

1. By the time pupils are 11, the majority attain standards that are average, with a high proportion attaining the higher level 5 in national tests for English, mathematics and science.
2. Seven-year-olds attain standards in reading, writing and mathematics that are generally average with a high proportion attaining the higher level 3. In science, which is assessed by the teacher, they attain high standards. All pupils, including those with special educational needs, make good progress. The majority of pupils have progressed at least two levels between seven and 11. Children enter the school with the knowledge and skills typical of the age group and by the time they are 11 standards are above average, which constitutes good achievement.
3. By the age of 11 pupils are confident enough to speak to the whole school during assembly and to take part in School Council discussions. Their reading skills are good and they enjoy a wide range of books, including, for example, non-fiction about the 'Tudors' or 'Victorians'. Teachers provide a good range of texts for reading. Pupils' poetry is very descriptive, such as a poem that vividly described India, displayed in the school entrance. Many pupils are able to write in the style of various authors or write a good argument for a particular cause. Teachers provide tasks which interest pupils and they are always keen to complete their work. The good teaching of the subject is having a very positive impact on pupils' learning and on the standards they attain.
4. Seven-year-olds have very good speaking and listening skills and are able to listen to stories and to each other. Vital importance is given to the development of language and learning correct terminology. The majority of pupils can explain what they are doing clearly and can suggest words such as 'slimy' and 'runny' when trying to explain what happens to melting chocolate. Pupils are given many opportunities, by the teacher, to speak to the class. They can read with expression. For example, they can accurately read the words from a hymn book. Writing skills are taught well. When writing, pupils give good descriptions in stories and use settings and tenses well. Teachers take every opportunity to develop pupils' comprehension skills and work is of a high standard. Sentences contain capital letters and various forms of punctuation, such as full stops. Higher attaining pupils are able to use speech marks correctly. Pupils suggest a range of rhyming words and can discuss poetry well and give their opinions.
5. The school has focused on the development of handwriting and the majority of pupils write carefully in a good style. Spelling has recently been identified as an area of concern and the school is putting strategies in place for improvement.
6. Eleven-year-olds greatly enjoy the challenge of mathematical questions set by teachers, and tried hard to answer the number puzzle, which involved them using the four operations of number effectively, to find the correct answers. Most pupils are able to multiply using two decimal places and carry out long division. They have secure knowledge of place value and can make rapid mental calculations. Teaching of data handling is good and consequently pupils collect, organise and analyse data well using a variety of graphs and charts to record their findings.
7. Seven-year-olds have good understanding of place value in mathematics and high attaining pupils work confidently with hundreds, tens and units, ordering and carrying out addition and subtraction problems. Skills develop well from careful planning by teachers. Pupils are able to use multiplication tables up to ten and to divide simple numbers. Most pupils know the names of simple two-dimensional and three-dimensional shapes and can divide them into halves and thirds.

They measure accurately using centimetres. Teachers plan work that is sufficiently challenging for individuals, and set interesting problems for them to solve. Pupils make good progress due to the high expectations of teachers.

8. When investigating electrical circuits, 11-year-olds made accurate predictions based on their scientific knowledge. Most knew that more batteries in a circuit would make the bulb brighter but adding more batteries would blow the bulb. They then went on to investigate and to test if their predictions were correct. Through good teaching, pupils understand the investigative process and show interest and enthusiasm when carrying out their work and they make good progress. They have good knowledge of properties of materials, such as the differences between solids, liquids and gases and they explain clearly the effects of forces on paper aeroplanes.
9. In science, seven-year-olds enjoy making predictions about what they think will happen and can make careful observations. They recognised, when observing chocolate, that heat makes it change and most knew that it would go back to being solid when it cooled down. Most understand that materials can be sorted into natural and man-made categories and that some materials, such as metals, are attracted by magnets. Teachers offer a good range of activities and ensure that pupils become familiar with the methods of investigation and consequently pupils' skills in investigative work are particularly strong and they make good progress.
10. When planning, teachers ensure that work is appropriate and challenging and that activities are interesting for pupils which makes a good contribution to their learning and leads to high standards of work.

**The quality of teaching of both mixed age classes is good, particularly the teaching of literacy and numeracy.**

11. The good quality of teaching at both key stages and for children who are under five has an effective impact on pupils' attainment. Pupils acquire a good range of skills and knowledge as they move through school and they achieve well.
12. Teachers plan lessons carefully, selecting activities that are appropriate for all individuals and groups in the mixed aged classes, including those with special educational needs. Tasks build effectively on pupils' previous learning. Pupils do not necessarily work in age groups as challenging tasks are set for individuals. For example, in a science lesson, a high attaining reception pupil worked with a group of Year 1 pupils. There is a good pace to lessons and pupils are keen and interested in the tasks and this ensures that their learning is effective.
13. Literacy and numeracy activities are well planned. The national strategies for literacy and numeracy are being implemented very effectively. Teachers have provided their own schemes which take account of the mixed age groups. Three members of staff teach literacy in Key Stage 2 and each is fully responsible for teaching a different aspect each week and has a full overview of what is being taught by others. This is working well and pupils clearly enjoy the literacy and numeracy lessons and they make good progress. Each group is provided with a different task which is usually related to a theme, for example, during the inspection pupils in Key Stage 2 were asked to look at a variety of poems. Year 3 pupils discussed and described 'The Penguin' poem, whilst Year 4 pupils wrote their own rhyming couplets, Year 5 re-wrote poems, written in old-fashioned English, in their own words and Year 6 pupils compared and contrasted a variety of poems giving their opinions about each one. This was an effective lesson and all pupils made good progress. Teachers develop literacy and numeracy well across the curriculum, for example in Key Stage 1 pupils wrote interesting accounts of Columbus' voyage to America in history and Key Stage 2 used mathematical tables to interpret data in science.

14. The good subject knowledge of teachers ensures that they ask challenging questions. Pupils are frequently set problems to solve and their skills of investigation are good. They know how to carry out an investigation in science and make careful observations. In design and technology in Key Stage 2, pupils were making models of merry-go-rounds and carefully tested their designs with commercial construction kits before making their own. The good knowledge of the teacher ensured that designs were well formed before pupils started to make their own mechanisms using cogs and gears.
15. Teachers make good use of information technology across the curriculum. Tasks on the computer relate well to the work in the classroom. When pupils were learning about place value, activities were provided on the computer which complemented the lesson. In Key Stage 1, Year 2 pupils build up their own word banks and are able to print out their work and they can use the keyboard accurately to word process. Pupils develop a good range of computer skills through the effective quality of teaching.
16. The organisation of classes is good and resources are used effectively to enhance lessons. Account is taken of those children who are under five who are given access to activities which are mostly suitable for their age. Teachers have good relationships with pupils and they manage their behaviour well. On the occasions when behaviour is challenging, staff handle it very sensitively and pupils are not distracted from their lessons.
17. There are good links between work carried out in lessons and homework. Pupils are given regular homework which they put in their homework diaries in Key Stage 2. Work is often continued from lessons at home and reference is given by teachers to how they can follow up what they have been doing in class. Homework provides a good contribution to pupils' learning.

**Assessment procedures are used very effectively to monitor pupils' progress and to set appropriate targets.**

18. Teachers weekly planning clearly sets out what they wish pupils to know, understand and do, and lessons reflect these clear objectives. They make regular assessments of pupils and use this information effectively so that further work is planned to match individual attainment in all subjects.
19. Last year the school introduced target setting for younger pupils and this has now been fully extended for all pupils in English and mathematics. Targets are realistic and are shared with pupils. This information is sent home to parents together with an account of how well their children's have progressed in relation to their previous targets. Goals are set each term and information is collected and used to determine future targets. The termly target sheets are informative and give good detail about each pupil. This process is working well and is providing staff with useful information for tracking individual pupils' progress and providing parents with up to date information about their children.
20. Information from national and optional tests is carefully analysed by the school and this information is used to identify school priorities. Previously, handwriting raised concerns and there has been a focus on story writing and presentation of work in order to improve. The handwriting seen during the inspection was mostly of high quality.
21. Samples of work are moderated by all staff each term to ensure that there is agreement on the levels that pupils are attaining and that work is of a high standard.
22. Assessment procedures were a key issue in the last inspection and through the implementation of the action plan, the school has addressed it very well.



**The pupils have very good attitudes to their work which contributes to the good progress they make and relationships are very positive.**

23. Pupils enjoy coming to school and parents reflect this view. Pupils' attendance is consistently very good. Lessons are interesting and pupils are enthusiastic about the challenges set for them. They settle quickly to tasks and are well motivated by the good teaching and consequently make good progress. On wet lunchtimes pupils of all ages focus on educational activities, for example, they work on the computers, play chess and use their time effectively.
24. They are keen to share their knowledge and ideas with others. Year 6 pupils shared their ideas about solving a problem in mathematics with each other and explained clearly to others how they found the answer. The younger reception children listened carefully to the student teacher when tasting different foods and followed instructions well. They were then able to go on to write words such as 'bitter', 'sweet' and 'sour' on the computer and this information was shared with older pupils in the class. In a Year 3 and Year 4 French lesson pupils responded well to a quiz where they had to identify, in French, which food another pupil had chosen.
25. Pupils are very mature in their relationships with staff and other adults who come into school. They readily answer questions when asked and put their views forward with confidence. A Year 1 pupil spoke up very confidently in front of the whole school in assembly when he suggested to the headteacher that they had forgotten to discuss the matter of food on the floor at lunchtime. Pupils behave very well in and around the school and are polite to adults and to each other. They are keen to take on responsibilities, for example, some older Year 6 pupils have readily taken on responsibility roles of road safety and re-cycling officers for the school.

**A very good level of care is provided for pupils and the school maintains a welcoming family atmosphere.**

26. The school provides a friendly, caring atmosphere. Children who enter school in the reception class quickly settle into classroom routines and are given good support. Staff take a close interest in all pupils and give good assistance to overcome any difficulties they may have, particularly those pupils with special educational needs. They know all pupils and families well and good comprehensive welfare procedures are in place.
27. The positive atmosphere in the school is having a good effect on the confidence of pupils and their attitudes to work. An example of the good family atmosphere occurs at lunchtime when pupils readily sit together in mixed age groups and happily discuss what they have been doing. This is reflected in the care and concern that older pupils have for younger ones.
28. Pupils respond positively to praise and encouragement offered by teachers and a sound reward system is in place. Behaviour is effectively monitored and whilst most behaviour is very good any incidents of disruptive behaviour are dealt with calmly and effectively.

## **WHAT COULD BE IMPROVED**

**The school development plan does not identify specific success criteria and costings.**

29. The school development plan sufficiently identifies the priorities for development and addresses all the relevant areas including pupils' personal development, curriculum and buildings. It is used well as a working document and notes are made against initiatives as progress is made. Priorities are decided by the headteacher and staff and this information is shared with governors.

30. However, the development plan is too general. Plans are made yearly and there are no short or medium term priorities identified nor are there programmes of development for longer than one year. It does not clearly identify how the school will recognise the rate of success of each of its initiatives, for example, in terms of changes in pupils levels of attainment or how each priority will be monitored and evaluated and by whom. Although there is only a small staff, responsibilities are not vested in named personnel and as a consequence the overall responsibility is unclear.
31. Initiatives are not costed out in terms of how much each one will cost financially or how much time members of staff will have to put aside to ensure its success.

**The governing body is not sufficiently involved in strategic planning or in monitoring the cost effectiveness of spending.**

32. The governing body is very supportive of the school and carries out its statutory duties well. It has set up various committees which are responsible for different aspects of the school and new governors are mentored by more experienced ones.
33. The governing body is not fully involved, however, in school initiatives and its role in moving the school forward, through monitoring and evaluation, is underdeveloped. The governors oversee the school development plan but are not fully involved in its planning. They do not monitor and evaluate how effective each initiative has been. Although they are aware of how much money has been spent, they do not evaluate whether the money or time has been used to its best advantage and best value is being obtained, or that spending is making any impact on raising standards.
34. Some governors have spent time observing teaching and have found this very valuable but they have not yet evaluated the effectiveness of the teaching and how the information gained could be used to raise standards.
35. Some governors have taken part in training to learn about their role but this has not been extended to all governors.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. The headteacher, staff and governors should now:

- Produce a more comprehensive school development plan which:
  - i) clearly identifies short, medium and long term priorities;
  - ii) identifies clear criteria against which the outcomes of implemented priorities can be evaluated;
  - iii) allocates responsibility;
  - iv) identifies how much each development will cost in terms of time and money.  
(paragraph numbers 30, 31)
  
- Improve the quality of strategic management by governors so that they are involved in:
  - i) working alongside the headteacher and staff in order to identify priorities in the school development plan;
  - ii) monitoring the initiatives in the school development plan and evaluating their strengths and weaknesses against specific criteria;
  - iii) evaluating whether outcomes of spending are effective to ensure best value;
  - iv) training all governors.  
(paragraph numbers 33,34,35)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	8

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	11	3	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>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	46
Number of full-time pupils eligible for free school meals	N/A	2

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	8

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	1

## Attendance

### Authorised absence

	%
School data	3.4
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.*

### 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	46
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–Y6**

Total number of qualified teachers (FTE)	2.58
Number of pupils per qualified teacher	17.8
Average class size	17.8

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	14

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### *Financial information*

Financial year	1998-1999
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	£
Total income	109926
Total expenditure	127886
Expenditure per pupil	3045
Balance brought forward from previous year	25736
Balance carried forward to next year	7776

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	46
Number of questionnaires returned	35

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	49	3	0	3
My child is making good progress in school.	43	40	11	3	3
Behaviour in the school is good.	11	54	11	14	9
My child gets the right amount of work to do at home.	23	49	14	9	6
The teaching is good.	49	37	9	0	6
I am kept well informed about how my child is getting on.	29	43	17	9	3
I would feel comfortable about approaching the school with questions or a problem.	34	31	11	17	6
The school expects my child to work hard and achieve his or her best.	26	49	17	3	6
The school works closely with parents.	20	34	29	9	9
The school is well led and managed.	23	34	20	9	14
The school is helping my child become mature and responsible.	29	63	6	3	0
The school provides an interesting range of activities outside lessons.	20	6	34	34	6

### Other issues raised by parents

Many parents felt that there is not a sufficient range of extra-curricular activities, however, the range of activities the school provides is similar to that of other schools