

INSPECTION REPORT

GREAT CHESTERFORD C OF E SCHOOL

Great Chesterford

LEA area: Essex

Unique reference number: 115190

Headteacher: Mrs Anne Purvis

Reporting inspector: Martin Beale
19385

Dates of inspection: 15th – 16th February 2000

Inspection number: 188916

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Street Great Chesterford Saffron Walden Essex
Postcode:	CB10 1NN
Telephone number:	01799 530292
Fax number:	01799 531246
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Michael Harley
Date of previous inspection:	8 th – 11 th July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Martin Beale	Registered inspector
Rosemary Hussain	Lay inspector
Cynthia Thumwood	Team inspector

The inspection contractor was:

Brookbridge Education

2 Haselwood Drive
Enfield
Middlesex
EN2 7BU

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Chesterford C of E Primary School is a mixed, voluntary aided school for pupils aged 4-11. There are 199 pupils on roll, making it similar in size to other primary schools. The attainment of pupils on entry to the school is high in most areas of learning. Very few pupils are from minority ethnic backgrounds and 3 pupils have English as an additional language. The number of pupils with special educational needs, including those with statements, is below average. The majority of pupils come from economically advantaged backgrounds with few eligible for free school meals.

HOW GOOD THE SCHOOL IS

Great Chesterford Primary is an effective school. Pupils achieve high standards because of the good teaching that they receive. The headteacher and staff work well together to improve the school and to maintain high standards. The school's strengths outweigh any weaknesses and it provides good value for money.

What the school does well

- Standards are high because good teaching throughout the school ensures that pupils learn rapidly.
- The strong leadership provided by the headteacher sets a clear direction for the school's drive to raise standards.
- The school provides well for its pupils' personal development with the result that pupils are keen to learn and their behaviour is excellent.
- The strategies introduced to improve pupils' writing have had a significant impact on standards.
- The children make a good start in Reception because of the well-organised curriculum and the very good teaching.

What could be improved

- There is insufficient challenge for higher-attaining pupils in mathematics at Key Stage 2.
- The Governing Body has not clearly established an active role either in planning developments or in monitoring the work of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has dealt successfully with the key issues and other weaknesses from the last inspection in July 1996.

Standards in English and science have improved at both key stages since the last inspection; they have improved in mathematics at Key Stage 1 but have declined at Key Stage 2. Teaching has improved throughout the school. Pupils' behaviour and the way in which staff manage discipline have improved considerably from being a key issue requiring attention at the last inspection to being a major strength of the school. There has been a significant improvement in standards in information technology (IT). National Curriculum requirements are now being met, and there are extensive opportunities for pupils to use IT to support their learning across the curriculum. Co-ordinators now work more closely with their colleagues, giving them good support, providing them with advice and monitoring their planning. Systematic procedures have been introduced for monitoring the quality of teaching and the standards that pupils achieve. This has enabled strengths to be identified and steps taken to eliminate any weaknesses such as those that the school has identified in pupils' writing.

STANDARDS

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

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

Key

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

Standards are high at under-five and at both key stages. The vast majority of pupils are achieving well and in several classes they make good progress. Pupils with special educational needs make good progress towards their targets.

Results were higher in 1999 at Key Stage 1 than at Key Stage 2. Test results at the end of Key Stage 1 in reading, writing and mathematics have been consistently well above average. They were very high in mathematics in 1999 putting the school in the top 5% both nationally and in comparison with similar schools. The work put in to raise standards in writing, which had been causing the school some concerns, is starting to have an impact.

National test results at Key Stage 2 in English and science have been well above average for the last few years and above results in similar schools. Having reached a peak in 1997, results in mathematics have declined because higher-attaining pupils are not doing as well as they should. The proportion of pupils reaching at least the expected Level 4 in both English and mathematics already exceeds the national targets; however, the proportion reaching the higher Level 5 in mathematics is below average and below the results of the same pupils in both English and science. Results in English have improved at a much faster rate than nationally, largely because of the concerted effort made to improve pupils' writing. Boys' results in all three core subjects have been improving over the last four years while girls' results have shown a slight overall decline.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The vast majority of the pupils are keen, motivated and eager to learn.
Behaviour, in and out of classrooms	Behaviour both in classrooms and around the school is excellent. Pupils are extremely polite and respectful to staff, visitors and each other.
Personal development and relationships	Pupils take responsibility in a mature way from a young age. Relationships among pupils and between pupils and their teachers are very good.
Attendance	Attendance is satisfactory overall but has fallen slightly in recent years. Despite the efforts of the school, many parents continue to remove their children from school for holidays during term time.

The school successfully encourages all pupils to show respect for each other and for all adults. The pupils respond well, making it a calm school in which all can learn. Pupils are encouraged to take

responsibility in classrooms and around the school; they are developing a real sense of living in a community.

TEACHING AND LEARNING

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

Teaching is good overall. It is always at least satisfactory and very good or excellent in almost 30% of lessons. This is considerably better than at the last inspection. Teachers expect high standards of work and behaviour from their pupils, which they achieve in a calm and firm manner. Brisk explanations and the skilled use of questioning enable pupils to consolidate skills and learn new ideas quickly. Lessons are well planned and well structured, and tasks engage the pupils' attention and engender an enthusiasm for learning. The teaching of pupils with special educational needs is effective with tasks set being closely matched to the targets identified in individual education plans. Literacy teaching is good, not only through the effective implementation of the National Literacy Strategy but also through the effective promotion of writing in all subjects. The daily mathematics lesson has been introduced successfully in all classes, although greater challenge needs to be provided for higher-attaining pupils at Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good range of learning opportunities for all of its pupils. The curriculum provided for the children under five is good. The National Literacy Strategy has been very effectively implemented.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs. Their needs are carefully targeted with effective individual education plans which are regularly and carefully monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for the pupils' personal development and in particular for their spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school is a caring community. Staff know the pupils well and give them good support and guidance.

The school provides its pupils with a broad and balanced curriculum. All requirements of the National Curriculum are met. The opportunities for extended writing in English lessons and across the curriculum are a particular strength and have resulted in improvements in standards at both key stages. Information technology is used creatively in many classrooms to support pupils' learning. Good use is made of personal targets to raise standards for all pupils. Arrangements for the welfare of pupils and the promotion of their health and safety are generally good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and gives the school a clear educational direction. She is well supported in this by staff who work well together as a team.
How well the governors fulfil their responsibilities	There have been several recent changes to the membership of the Governing Body, which has had an impact on its effectiveness. It is gaining in expertise but needs to take a more active role in planning developments and scrutinising the work of the school.
The school's evaluation of its performance	The systematic analysis of test data, the evaluation of national initiatives in literacy and numeracy and the observation of teaching have been used effectively to raise standards.
The strategic use of resources	Satisfactory use is made of the school's main resources. A large budget surplus, also noted at the last inspection, has accrued; however, there are now plans to use this to enhance IT resources and the school grounds over the next two years.

The headteacher leads the school well. There is a positive atmosphere in the school and a commitment to raising standards. Challenging targets have been set for the pupils' performance in the Key Stage 2 national tests and the indications are that they are likely to be achieved. Considerable improvements have been made to both the procedures for monitoring the work of the school and the role of subject co-ordinators. The expansion of the school, including the introduction of an extra class, has been well managed. The school seeks value for money when purchasing services, applying the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents judge that the teaching is good. They recognise that the school expects their children to work hard and consequently they make good progress. The vast majority of parents are pleased with the good behaviour in the school. Most parents feel that the school helps their children to become more responsible. Parents report that their children are happy to come to school. Most parents are satisfied with the amount of homework set. 	<ul style="list-style-type: none"> Many parents feel that the school does not provide sufficient extra-curricular activities. Almost half of the parents do not feel that the school works closely with them or keeps them well informed about how their child is progressing. Several parents feel that the school is not well led and managed. Some parents are unhappy about recent staff changes and that some classes are regularly taken by other teachers as cover for staff training.

Over 50% of the questionnaires were returned and 35 parents took the opportunity to write an additional letter. Most parents support much of what the school does, although there are some who have considerable concerns. The Governing Body needs to take account of the views of this significant minority of parents and seek ways of tackling their concerns.

The findings of the inspection team support the positive views expressed by parents, particularly that the behaviour and the teaching are both good, that their children are expected to work hard and that they make good progress. There was insufficient evidence for the inspection team to form a judgement about how closely the school works with parents but noted that, although some parents would clearly like more information, reports were useful and parents' meetings held regularly. The inspection team does not support the view of some parents that the management of the school needs

to improve; on the contrary, the headteacher is providing the school with good leadership.

Recent staff changes have not had a detrimental effect on the quality of teaching, which has improved since the last inspection. Staff are given generous non-contact time not only to fulfil requirements for training in recently introduced national strategies for literacy and numeracy but also to give co-ordinators time to fulfil their roles. This results in disruption for some pupils, which the school should consider reducing.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high because good teaching throughout the school ensures that pupils learn rapidly

1. The standards achieved by the pupils at the school are high, and are well above average in the national tests at the end of both Key Stages 1 and 2. In the national tests for 7-year-olds, results have been well above average in reading, writing and mathematics for the last three years. The 1999 results in mathematics at the end of Key Stage 1 were very high, putting the school in the top 5% nationally. Results in 1999 were well above those in similar schools in both reading and mathematics. Standards in writing were slightly lower, but were still above average in comparison with similar schools. Results were lower largely because lower-attaining pupils did not achieve as well as they did in reading and mathematics. Following a slight decline in results from 1996 to 1997 (and also in 1998 in mathematics) standards have subsequently improved. There has been no significant pattern since 1996 to any difference in the results between boys and girls; however, boys did better than girls in writing and mathematics in 1999 and although girls did better than boys in reading, this was to a smaller extent than nationally.
2. In the national tests for 11-year-olds, results have been well above average in both English and science for the last three years and above average in comparison with similar schools. English results have improved considerably in this period, while those in science have fluctuated but remained high. Boys' results have improved in both English and science over the last three years while girls' results have declined. Over the same period, results in mathematics have declined from being very high (in the top 5% nationally) to being above average in 1999. The main reason for this decline is that higher-attaining pupils are not doing as well as they should, or as well as they are doing in English and science. Boys' and girls' results have both declined over the last three years. Boys did better than girls in both mathematics and science in 1999, and although girls did slightly better in English, the margin was much smaller than nationally.
3. The National Literacy Strategy has been creatively adopted and successfully implemented by the school. The teaching of literacy is good and is supported by work in other subjects across the curriculum. Lessons are well planned with clear objectives and are structured carefully to move learning forward. Whole-class teaching is brisk, with questioning used to ensure that all pupils understand new ideas and the tasks to be undertaken. Pupils concentrate well and persevere with tasks set during group activities. Pupils who are expected to work independently without the direct attention of the teacher or classroom assistant do so sensibly. They understand what is required of them and collaborate well, sharing tasks and ideas with each other. A well-taught Year 1 lesson contained many of these features. The main focus for the lesson was for the pupils to be able to find information and write descriptions of buildings. All activities were carried out with considerable success. Some pupils used the computer to aid their research while a group of higher-attaining pupils looked up definitions of words in dictionaries. The support for the weaker pupils provided by the classroom assistant was particularly effective. A well-run plenary session enabled the pupils to describe what they had done and was used effectively to extend their vocabulary.

4. The daily mathematics lesson has been successfully introduced and standards are improving in many classes. Where careful planning ensures that the higher-attaining pupils are challenged as in a Year 5 lesson, all pupils were seen to make good progress. A good series of mental arithmetic activities were used to improve the pupils' recall of the multiples of 7. These activities generated pace and enthused the pupils. The main teaching recapped work previously undertaken on areas of rectangles and then moved on to consider calculating areas of composite shapes. The teacher's high expectations were understood by all pupils. The class was calmly but firmly controlled. While the majority of the class worked on some problems, the teacher extended the higher-attaining pupils to consider how to find the area of a parallelogram. This challenged their thinking and encouraged them to apply their understanding of rectangles to the solution of the task. This group of pupils made good progress.
5. The school has taken steps to improve the pupils' information technology (IT) skills, and although more needs to be done once the new IT suite is operational, much progress has been made. Teachers use IT creatively not only when teaching specific IT skills but also when providing opportunities for pupils to use these skills to support their learning in other areas. Pupils are often able to wordprocess their work and these skills develop well. Many pupils are becoming independent in their use of computers. Staff confidence and expertise are improving and some very good teaching takes place. The excellent subject knowledge of the teacher in a Year 3 IT lesson using sensors to record temperatures challenged and inspired the pupils in the class. They were fascinated by the computer and what it could do. The skilled use of questioning to draw out pupils' thinking helped to deepen their understanding. A good link was made between the collection of scientific data and the application of the pupils' IT skills. They were able to use the sensors to find the temperature of liquids in two containers, use the computer to draw a graph of their findings and read values accurately from their graphs.

The strong leadership provided by the headteacher sets a clear direction for the school's drive to raise standards

6. One of the main reasons for the success of the school is the strong leadership provided by the headteacher. She is supported effectively by the senior staff. There is a strong sense of teamwork throughout the school. Staff reflect thoughtfully on what they do, share ideas and expertise and support each other well. Staff who are new to the school are given a good induction and supported effectively during the start of their teaching careers. The headteacher sets a clear direction for the school and has generated a sense of purpose where all are encouraged to give of their best. There is a strong commitment to raising standards with challenging targets set and strategies introduced to support their achievement.
7. The school has become effective at evaluating initiatives undertaken, identifying its strengths and taking steps to deal with any weaknesses. The systematic monitoring by the headteacher of the quality of education provided and the standards that the pupils achieve has helped to raise the quality of teaching and most national test results. Weaknesses in particular areas, such as in information technology and pupils' writing, have been tackled thoughtfully and effectively. National strategies for the teaching of literacy and numeracy have been introduced creatively, and opportunities taken to adapt them to suit the needs of the pupils.

The school provides well for its pupils' personal development with the result that pupils are keen to learn and their behaviour is excellent

8. The pupils' attitudes to learning and to the school are very good. They are eager to come to school and keen to learn. Most parents feel that the school plays a significant part in helping their children to grow up and to become more responsible. Pupils are encouraged from Reception to take responsibility in their classrooms and as they get older to extend this to taking responsibility around the school. They accept these responsibilities in a mature way.
9. Good provision is made for the pupils' moral development as seen for instance in a Year 5 assembly on the qualities one might look for in a friend. The good use of a story encouraged the pupils to reflect on their own and others' thoughts. The pupils showed that they had a strong sense of what is right and wrong. They knew how they would intervene constructively in wrong situations and had a range of strategies to sort out problems and behave in a socially acceptable way. Pupils are encouraged to work together in pairs and small groups in most lessons. They are kind to each other, tolerant and helpful. They treat property with respect and are helpful and polite to their teachers and visitors. Behaviour both in classrooms and around the school is excellent. This represents a considerable improvement from the last inspection when the behaviour of some pupils caused considerable concern. The work done by staff in improving their skills in the management of the pupils' behaviour has been particularly successful. The vast majority of parents are pleased with the good behaviour in the school.

The strategies introduced to improve pupils' writing have had a significant impact on standards

10. Shortly after the last inspection, the school identified that pupils' writing was not developing as rapidly as it could. Staff also became concerned that the introduction of the National Literacy Strategy might limit opportunities for creative and extended writing, particularly at Key Stage 2. To overcome these concerns teachers have been encouraged to seek opportunities for pupils to write independently across all subjects.
11. Rather than completing worksheets, pupils are encouraged to write answers in their own words, often supported by guidelines and writing frames to help to structure their ideas. Each class also has a timetabled extended writing lesson to support further the development of these skills. This has had a considerable impact on the quality and the range of pupils' writing, particularly at the upper end of Key Stage 2. English test results have shown a steady improvement at Key Stage 2 as a result of this drive. Non-fiction writing, such as in the Year 6 topics on World War II, has helped to encourage boys to produce some excellent, detailed and lengthy pieces of written work. Stories are imaginative with a wide range of interesting vocabulary used.

The children make a good start in Reception because of the well-organised curriculum and the very good teaching

12. The majority of children have had some form of pre-school experience, and most enter the school with very good skills and a readiness to learn. This is built upon very well because the learning opportunities provided in Reception are varied, challenging

and interesting and they engage the attention of all pupils. Learning is made exciting by the enthusiasm of the teacher and classroom assistants. The children respond very well by concentrating on all activities, persevering with tasks set and working hard at all times. They enjoy their lessons. Very good teaching was observed in literacy and numeracy lessons. The teacher approaches learning very well through play, which is entirely appropriate for all of the children, especially those who have only been in school for a few weeks. Explanations are clear and well focused on the learning intentions. Support staff are used well to move the learning of small groups forward. The very good integration of number skills in a literacy lesson and the support for language development in numeracy made a considerable contribution to the children's progress.

13. The curriculum is carefully planned to take account of the early learning goals. Careful and regular assessment of progress enables the children to be moved on to the National Curriculum programmes of study once this is judged to be appropriate. Standards are high and all make good progress.

WHAT COULD BE IMPROVED

There is insufficient challenge for higher-attaining pupils in mathematics at Key Stage 2

14. Standards in mathematics at Key Stage 1 are very high, putting the school in the top 5% when compared both nationally and with similar schools; however, higher-attaining pupils are not doing as well as they should in mathematics at Key Stage 2. National Curriculum test results at Key Stage 2 are above the national average but below results in similar schools and below those achieved by the pupils in English and science. This is because although the proportion of pupils achieving at least the expected Level 4 in mathematics is above average, only 18% achieved the higher Level 5 in mathematics against 39% in English and 43% in science. Results in mathematics have also declined considerably in the last 2 years.
15. These standards were reflected in the work seen in lessons and in the pupils' books during the inspection. The major reason for this is that higher-attaining pupils are not sufficiently challenged by the work throughout Key Stage 2. Many teachers take insufficient account of the differing needs of these pupils, failing to distinguish them adequately from those of average attainment. Often the extension work for higher-attaining pupils is only available on the completion of repetitive exercises which do not sufficiently challenge, provide opportunities for extended investigations or deepen their understanding. The structure for the daily mathematics lesson has been successfully introduced but some mental arithmetic sessions do not challenge higher-attaining pupils sufficiently.

The Governing Body has not clearly established an active role either in planning developments or in monitoring the work of the school

16. The Governing Body has undergone several changes in membership since the last inspection with a new chairman in post for just over a term. This has reduced the effectiveness of the Governing Body, although governors are increasing their expertise and gaining an understanding of the school. At present, however, they are still in the process of establishing how to fulfil their roles effectively. The Governing

Body, although acting in many ways as a critical friend of the school, has not become fully involved either in helping to frame the future direction of the school or in scrutinising its work and the standards it achieves. Several of the parental concerns about the school had been made known to individual governors. Although in many cases unfounded, they have been dealt with inadequately and allowed to damage the confidence of these parents in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To build on its many strengths and the progress made since the last inspection, the school should now:

- ensure that higher-attaining pupils at Key Stage 2 are challenged in mathematics so that they can achieve the same high standards as in English and science;
- establish clearly the roles and responsibilities of the Governing Body and in particular ensure that parental concerns are acknowledged and dealt with.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	24	32	40	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	199
Number of full-time pupils eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	12	13	14
	Girls	15	15	15
	Total	27	28	29
Percentage of pupils at NC Level 2 or above	School	93 (89)	97 (89)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	12	13
	Girls	15	15	15
	Total	27	27	28
Percentage of pupils at NC Level 2 or above	School	93 (89)	93 (100)	97 (96)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	11	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	13	13	16
	Girls	10	9	11
	Total	23	22	27
Percentage of pupils at NC Level 4 or above	School	82 (88)	79 (94)	96 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	13	16
	Girls	9	8	11
	Total	21	21	27
Percentage of pupils at NC Level 4 or above	School	75 (88)	75 (94)	96 (100)
	National	68 (65)	69 (65)	75 (71)

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	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	171
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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)	8.8
Number of pupils per qualified teacher	23
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	78

Financial information

Financial year	1998/99
	£
Total income	307375
Total expenditure	307728
Expenditure per pupil	1612
Balance brought forward from previous year	58831
Balance carried forward to next year	58478

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	43	5	4	2
My child is making good progress in school.	35	49	8	3	5
Behaviour in the school is good.	31	59	6	0	4
My child gets the right amount of work to do at home.	25	60	8	6	1
The teaching is good.	40	46	4	1	8
I am kept well informed about how my child is getting on.	13	39	34	12	2
I would feel comfortable about approaching the school with questions or a problem.	42	38	14	6	0
The school expects my child to work hard and achieve his or her best.	36	52	5	0	7
The school works closely with parents.	11	44	30	15	0
The school is well led and managed.	26	34	16	14	10
The school is helping my child become mature and responsible.	32	52	6	1	9
The school provides an interesting range of activities outside lessons.	2	7	49	31	11

Other issues raised by parents

Some parents are unhappy about recent staff changes. They also feel that staff attend too much training with the result that classes are taught by temporary, supply teachers.