

# INSPECTION REPORT

## **CHRIST CHURCH CE (C) PRIMARY SCHOOL**

Lichfield

LEA area: Staffordshire

Unique reference number: 124257

Headteacher: Mr P Griffiths

Reporting inspector: Mrs Barbara Crane  
21227

Dates of inspection: 15<sup>th</sup> – 16<sup>th</sup> January 2001

Inspection number: 191895

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Christ Church Lane Lichfield Staffordshire
Postcode:	WS13 8AY
Telephone number:	01543 510661
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend I W Williams
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is larger than most primary schools and has 259 pupils on roll. Forty per cent of the pupils come from outside the school's normal area. About 14 per cent of the pupils enter or leave the school at times other than the start or end of the school year. Seven per cent of the pupils are entitled to free school meals, which is lower than average. Thirteen per cent of the pupils are on the school's register of special educational needs, which is lower than average, but the number of pupils with statements of special educational need is higher than average. There are very few pupils who come from ethnic groups other than white and a small number of pupils have English as an additional language but are not at an early stage of acquisition. Most of the pupils, who enter the reception classes full time in the term in which they are five, have attended the early years class part time, for one term. There is a wide range of attainment on entry to the school, but overall, it is broadly average. Extensive building work was taking place during the inspection in order to replace temporary classrooms and this created considerable disruption to the school's normal routines.

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

This is a very good school. The pupils achieve high standards and are keen to improve because they know that their efforts are recognised. They respond very well to what is on offer and they enjoy coming to school. The teaching is very good and so the pupils learn at a rapid rate and achieve well.

The school is very well led and managed. There is a firm commitment to raising standards through the evaluation of the school's strengths and weaknesses. The staff work together effectively to create a very positive and supportive environment in which the pupils feel valued and secure. The school provides very good value for money.

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

- The pupils achieve high standards in reading and mathematics because of the very good teaching.
- The pupils have excellent attitudes to the school because the teachers encourage them to think deeply and use their initiative. As a result, the pupils learn at a rapid rate.
- The pupils get on very well together and their behaviour is very good as a result of the school's provision for their social and moral development.
- The classroom assistants provide high quality support for the pupils' learning because they have a clear understanding of what to do.
- The leadership and management of the school are very effective as a result of the clear focus on raising standards and establishing a very good environment for learning.

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

- Standards in writing could be higher. The teachers' assessment of the pupils' writing at Key Stage 2 does not always provide an accurate picture of what the pupils need to do to improve.

*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 made very good improvement since it was inspected in 1997. Standards have risen and the quality of teaching is better than it was. The school has worked resolutely towards addressing the issues from the previous report and this has led to better monitoring of teaching and learning and curriculum development. The teachers' expectations of the more able pupils have improved and the pupils' progress is tracked effectively in most areas. The planning for the curriculum has improved. There are very good procedures for assessing pupils' work in most areas, but there is more to do on the assessment of writing. The school has strengthened its partnership with parents, who give strong support to the school and are now able to play a greater part in their children's learning. The issue over vehicular access to the playground has been addressed.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	A
Mathematics	A	A	B	B
Science	A	A	A	A

  

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

These results relate to the pupils who left the school last year. Their performance in English and science was well above the national average and also those achieved by schools with a similar level of free school meals. The pupils did better in reading than in writing, however, with fewer pupils reaching the higher level in writing. In mathematics, their performance was above the national average and in similar schools. The dip in performance in mathematics in last year's results for eleven year olds is due to a number of pupils with special educational needs in this subject. Results over the last five years have improved more quickly than in most schools. The school sets challenging targets, which were achieved last year and it is on track to meet those set for the present year.

The results of the tests for seven year olds in 2000 were well above the national picture, and in similar schools, in reading, writing and mathematics. The teacher assessments in science placed the school in the top five per cent of schools nationally. These high standards are reflected in the inspection findings.

On the evidence of their current work, standards are well above average in reading, mathematics and science by the time the pupils leave the school. Pupils of all abilities achieve very well in these areas. The pupils read with very good expression and have a good understanding of what they read. They read widely for pleasure and the older pupils quickly gather information from reference books. The pupils have a very good facility with numbers and can explain how they find different ways of solving problems. They use their skills and knowledge confidently to test their ideas in science. Standards in writing are above average, but the pupils could achieve more if the work was more consistently planned to meet their different abilities.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils are keen to improve and they enjoy the lessons. They take full advantage of the wide range of activities that the school offers. The pupils are friendly, open and very polite. They talk animatedly about their work and feel that they play an important role in the life of the school. They remain cheerful in the face of the disruption caused by alterations to the school and eagerly anticipate the future benefits.
Behaviour, in and out of classrooms	Very good. The pupils demonstrate a high level of self-discipline and understand what is expected of them on the playground and in lessons. They are quick to show their disapproval towards any rare lapse from these high standards.
Personal development and relationships	The pupils' personal development is very good and their relationships are excellent. Pupils of all ages and different backgrounds get on well together. They are eager to take responsibility and all have specific jobs to do to help in the smooth running of the school. They show respect for others' feelings and a caring attitude towards younger pupils. The pupils help one another in lessons and freely share their ideas.
Attendance	Very good. Attendance is well above the national average. The pupils are punctual.

## TEACHING AND LEARNING

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

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

All of the lessons seen were satisfactory or better. In 94 per cent of the lessons the teaching was good or better and in 44 per cent of the lessons the teaching was very good or better. In six per cent of the lessons the teaching was excellent. The basic skills are well taught and the teachers' enthusiasm is transmitted to the pupils, who find the lessons lively and enjoyable. The teachers' very good guidance results in the classroom assistants providing high quality support for the pupils' learning. The teaching of reading and mathematics is very good. The teachers have high expectations of the pupils in these subjects and plan challenging work that is closely tailored to the pupils' needs. The teaching of writing is often good but the teachers' assessment of the pupils' attainment is not always accurate in Key Stage 2. This leads to some work that is not as closely matched to the pupils' abilities and this slows their progress, on occasions.

The teachers provide plenty of opportunities in most lessons for the pupils to express their views and opinions and encourage them to think deeply and use their initiative. As a result, the pupils learn at a rapid rate. The pupils are very well managed and their positive response creates an industrious and orderly atmosphere in the classrooms.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well planned and interesting for all ages. It enables pupils of all abilities to make very good progress in most areas. The curriculum for the youngest pupils provides them with a strong foundation in literacy and numeracy and other subjects. In the infant and junior classes, the curriculum is broad and balanced. The pupils use and extend their skills in literacy and numeracy well in other subjects. The older pupils benefit from an excellent range of extra-curricular activities that enrich their experience.
Provision for pupils with special educational needs	Very good. The pupils' needs are quickly identified and the teachers plan appropriate work so that the pupils make very good progress towards their targets. The classroom assistants provide very good support.
Provision for pupils with English as an additional language	None of the pupils are at an early stage of language acquisition, but their needs are carefully considered, assessed and met.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good for all aspects. The school provides strong moral guidance and the pupils develop independence and confidence through the many opportunities they have to take responsibility. They are sensitive to the feelings and beliefs of others and develop a good understanding of different cultures. Assemblies are very well planned, with interesting themes that the pupils can relate to their own lives.
How well the school cares for its pupils	The school puts the pupils first and the staff know them well as individuals. Their safety and well-being are given a high priority. The pupils' personal development is closely monitored. The pupils feel comfortable to share any concerns and know who to turn to for advice and support, which is willingly given. The school has very good procedures for assessment in most subjects and the teachers use the information effectively to plan future work. The pupils' progress in most subjects is tracked carefully. The assessment of their progress in writing is weaker and is sometimes inaccurate, with the result that the teachers are not as consistent in planning appropriately to overcome weaknesses.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong and effective leadership for the school's drive to raise standards. He is well supported by a very able deputy head and the subject managers. All of the staff have a clear understanding of the part they play in the school's planning for improvement. They work very well as a team and morale is high because their efforts are supported and valued.
How well the governors fulfil their responsibilities	Very good. The governors are well informed and hard working. They provide very good support for the school's work and its planning for improvement. Good use is made of individual governor's expertise. Governors are linked to areas of the curriculum and report on their findings following visits to monitor provision. All statutory responsibilities are fulfilled.
The school's evaluation of its performance	Very good. The right priorities are reflected in the school's planning for development and the school sets out clearly how it will achieve these. The school knows its strengths and weaknesses through the careful evaluation of its performance and provision. The progress towards the targets it sets for improvement is closely monitored. The monitoring of teaching and learning is well planned and effectively supports improvement.
The strategic use of resources	Very good. The school budgets carefully and seeks the best value in its expenditure.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and they make good progress.</li> <li>• The school helps children to become more mature and responsible.</li> <li>• The behaviour is good.</li> <li>• The teaching is good.</li> <li>• The school is well led and managed.</li> <li>• The parents feel that the school is approachable and listens to any concerns.</li> <li>• There is a good range of interesting activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that there is too much homework, others that there is too little.</li> <li>• A small number would like better information about their child's progress.</li> <li>• A few parents do not feel that the school works closely with them.</li> </ul>

The inspection evidence supports all of the parents' positive views but not their concerns. The school has worked hard to improve its partnership with parents and seeks their views on important issues. Homework is well organised and is appropriate for the different ages of the pupils. The school is, however, reviewing its policy on homework in the light of the parents' concerns. The written reports that teachers write on the pupils' progress give good information on what they can do and how they need to improve.

## **PART B: COMMENTARY**

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

**The pupils achieve high standards in reading and mathematics because of the very good teaching.**

1. Reading is given a very high profile in the school and the teachers have a firm grasp of how to teach it. By the age of eleven, the pupils read widely for pleasure and often recommend books to friends. They are able to explain why they like particular authors and types of stories because the teachers give them very good opportunities to explore their feelings and a broad vocabulary with which to express their opinions. The Reception teachers have a very good understanding of how young children learn and plan the small steps that lead to confidence in approaching reading and mathematics. As a result, the children quickly learn the sounds of letters and recognise familiar words in books and those displayed in the classroom. They are intrigued by the possibilities of creating rhyming words and enjoy predicting what rhymes might be. In one lesson, for example, the children were delighted when they suggested that the animal on the next page that rhymed with 'wizard' was 'lizard'. The teacher's obvious pleasure in their achievement spurred them on to try out alternatives and all of the children had grasped the idea by the end of the lesson. When the children in another class enacted the story of Goldilocks they reflected the teacher's very good use of expression when she read the story aloud to the class. The infant pupils are encouraged to explain how phrases and words create effects. A pupil in Year 2, for example, suggested that the author had used 'the wind's fingers holding me up' to help the reader understand how a bird felt when it was flying. In an excellent lesson, the teacher's strong and supportive relationship with a group of Year 5 pupils enabled them to give reasons for their opinions with close reference to the text. They overcame their initial, tentative, interpretations and succeeded in exploring the emotions and moral issues surrounding a character's reaction to giving birth.
2. Similar strengths are evident in the teaching of mathematics. The teachers have a very good knowledge of the subject and have high expectations. They plan challenging work, based on careful assessments of what the pupils can do. Mathematics lessons have an atmosphere of exploration and excitement. The pupils have a quick recall of number facts and calculate accurately mentally. They can explain what they are doing and the short cuts because the teachers expect them to give reasons for how they arrived at answers. In a Year 1 lesson, for example, the teacher's planning built successfully on what the pupils could do and her clear explanations led to rapid learning by all ability groups about doubling numbers. The teacher prompted them to think about what happens: 'Can you see how she used what she knows about doubling four when she doubled eight?' Several of the class set themselves further challenges because they found the work so enjoyable. In a Year 3 lesson, the higher attaining pupils were able to find a quarter, third and fifth of sixty, following the teacher's very good introduction that linked fractions of shapes to fractions of numbers. In Year 6, a notable feature of a lesson was the relish with which the pupils took up the challenge to use calculators to solve problems with brackets.

**The pupils have excellent attitudes to the school because the teachers encourage them to think deeply and use their initiative. As a result, the pupils learn at a rapid rate.**

3. The pupils and the teachers are enthusiastic about school. One pupil expressed the view that 'the work is hard but the teachers make it fun.' The staff work hard to plan interesting and relevant activities in lessons, assemblies and after school. Consequently, the pupils enjoy what is on offer and have a strong sense of belonging to a community that values them as individuals. The school provides an excellent range of extra-curricular activities that are strongly supported and enjoyed by the pupils.

4. The pupils are encouraged to share their ideas and work together to find solutions. In a literacy lesson, the teacher asked the Year 5 pupils to consider if all adverbs end in 'ly' and they worked busily together extending and securing their understanding by discussing their ideas of adverbs to establish if there were any rules to be discovered. What could have been a relatively mundane activity was made enjoyable. In a design and technology lesson, the teacher asked Year 2 pupils if they remembered 'the thing that fascinated us about cranes, before the holiday,' and this led to the precise use of language such as winder, pulley and axle. The pupils worked with intense interest as they constructed models, and generated ideas confidently. They looked ahead, organised the sequence of making and chose resources purposefully. By the end of the lesson, all of the pupils had deepened their understanding of how to make a winding mechanism and were able to suggest modifications to each other's work. In a music lesson, Year 4 pupils considered how to represent animals by combining sounds and added movement to enhance the effect. The teacher's evident pleasure in their creativity and ideas led to a high level of intellectual and physical effort. Some imaginative movements and shapes denoted slothful movement to a cello.
5. Assemblies are planned with a theme that permeates the week, and is often referred to by the teachers in lessons. In one assembly, the theme of 'trust' was introduced through the use of story telling, pupils' own experiences and a video extract. The pupils were encouraged to think of those occasions when trust could be securely given and when caution was advisable. The following day, a Reception teacher asked the class why they should move quietly as they went for lunch and they replied that this was so that they did not disturb others at work. The teacher made it plain that she was trusting them to do this and did not wish her trust to be abused.

**The pupils get on very well together and their behaviour is very good as a result of the school's provision for their social and moral development.**

6. The school sets out clear expectations of the pupils' behaviour and the pupils have a very clear understanding of the school's rules and know why these are necessary. They explain, for example, that they have to walk on the left hand side of the corridor so that others can pass safely, and that a corner in the corridor needs extra vigilance! The pupils recognise any behaviour that is not appropriate and will quietly intervene. In an infant assembly, for example, a girl whose singing was overly exuberant and which began to spoil the enjoyment of others, was soon quelled by disapproving glances from two pupils close to her. When the whole school gathers for assembly, the pupils' behaviour is exemplary. In a music lesson, Year 4 pupils listened with rapt attention whilst others performed and showed great respect for others' efforts.
7. The school places great emphasis on enabling the pupils to develop consideration for others, tolerance and good relationships. The pupils display a relaxed and genuine courtesy towards each other and this reflects the good example set by the staff. Older pupils help the younger ones to set out their play equipment on the playground and help to open packets of crisps that prove hard for cold fingers. They work together in the classrooms with the minimum of fuss. Even the youngest pupils move around the classroom with consideration for others and help each other. Two boys in a Reception class were completing jigsaws and when one became discouraged, his classmate suggested several pieces that might fit. The infant and junior pupils work very well together, sharing their ideas and resources, taking turns and accepting constructive criticism from others.

**The classroom assistants provide high quality support for the pupils' learning because they have a clear understanding of what to do.**

8. The classroom assistants work closely with the teachers and enjoy very good relationships with the pupils of all ages. Because the classroom assistants are well briefed about how they can support the pupils' learning, they form a valuable part of the team. They are enthusiastic, clear about what will be learned and use questions very effectively to check the pupils'

understanding. In a literacy lesson, for example, the classroom assistant worked with a group on reading and deepened their understanding through her very good questions about the writer's use of language to describe how the characters felt and reacted. The classroom assistants often make notes to feed back to the teachers about the progress of individuals and groups and this information is used when the teacher plans the next work. They provide good quality and sensitive support for pupils with special educational needs.

**The leadership and management of the school are very effective as a result of the clear focus on raising standards and establishing an effective learning environment.**

9. The school does not shy away from its weaknesses, but plans to deal with them and tracks its progress towards the targets it sets for improvement. The staff look objectively and closely at what they do and how they can improve. They work as an effective team and concentrate their efforts on providing a good quality education and raising standards for all pupils.
10. The headteacher, deputy head and subject managers monitor teaching and learning to find what is working well and what could be better. Their findings are shared with all concerned. The atmosphere is open and supportive and the professional development of the staff is well planned. An example of the effectiveness of the school's evaluation of its work, and the impact of consequent action, is in the further training requested by the classroom assistants, following classroom observations by the headteacher. He identified that the support could be better targeted and that expertise could be improved. The classroom assistants were not always clear about what they were expected to do or how best to support the pupils' learning. As a result of in-service training and the review of their role in the classroom, these assistants now provide high quality support.
11. The pupils' performance in the statutory tests and yearly optional tests is analysed thoroughly. The information gained is used effectively to plan adaptations to teaching and the curriculum. The school sets challenging targets and works hard to meet them. The weakness in writing, for example, has already been identified through the school's own review.

**WHAT COULD BE IMPROVED**

**Standards in writing could be higher. The teachers' assessment of the pupils' writing at Key Stage 2 does not always provide an accurate picture of what the pupils need to do to improve.**

12. While the teachers' assessments in reading, mathematics and science are used very effectively to enable them to plan appropriately challenging work, this is not always the case in writing. The teachers' assessment of the level at which pupils are working is sometimes inaccurate, more often being too high than too low. This means that some work is too challenging for the pupils and so is left unfinished. The teachers do not use samples of work at the different levels with which they can compare the pupils' writing to gain a more accurate picture of attainment. The teachers analyse the pupils' performance in reading and mathematics in much more detail and draw out the precise points that need to be improved. This is more rare in writing and some pupils repeat the same mistakes. The pupils do not routinely check their work and so some simple mistakes in spelling and punctuation are overlooked.
13. There are a few occasions, particularly in Years 5 and 6, when the same task in writing is presented to all of the pupils, with very little account taken of the difference in age and ability in the class. This leads to some of the pupils struggling with the work, as when lower attaining pupils try to write in different styles without understanding how to vary the language and sentence construction. Higher attainers sometimes mark time with finding relatively simple words that demonstrate a spelling pattern and then putting them into sentences. Far fewer

pupils achieve at the higher level in writing than in reading, and while this reflects the national picture, the school recognises that it has more to do to raise standards.

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

**In order to improve standards in writing at Key Stage 2, the school now needs to:**

- improve the accuracy of the teachers' assessment of the pupils' work;
- use the teachers' assessments of what the pupils can do to identify what needs to improve;
- plan work that more closely matches the needs of different groups of ability within the classes;
- monitor the pupils' progress more effectively;
- encourage the pupils to check through their work.

(Paragraphs 12, 13.)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

16

Number of discussions with staff, governors, other adults and pupils

12

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	38	50	6	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>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	259
Number of full-time pupils eligible for free school meals	18
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	32
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2
<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	19
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	2.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	21	12	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	12	12	12
	Total	32	32	33
Percentage of pupils at NC level 2 or above	School	97 (94)	97 (91)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	12	12	12
	Total	32	33	33
Percentage of pupils at NC level 2 or above	School	97 (94)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

## Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	17	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	17
	Girls	16	13	16
	Total	30	26	33
Percentage of pupils at NC level 4 or above	School	88 (94)	76 (97)	97 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	15	15	14
	Total	30	29	29
Percentage of pupils at NC level 4 or above	School	88 (91)	85 (91)	85 (97)
	National	75 (70)	72 (69)	85 (78)

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

## Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	227
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)	11
Number of pupils per qualified teacher	27.6
Average class size	23

### Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	164

## Financial information

Financial year	1999/2000
	£
Total income	396346
Total expenditure	381802
Expenditure per pupil	1430
Balance brought forward from previous year	6690
Balance carried forward to next year	21234

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	259
Number of questionnaires returned	71

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	0	0
My child is making good progress in school.	54	42	4	0	0
Behaviour in the school is good.	56	42	1	0	0
My child gets the right amount of work to do at home.	41	39	14	6	0
The teaching is good.	57	41	0	0	1
I am kept well informed about how my child is getting on.	39	51	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	21	1	0	0
The school expects my child to work hard and achieve his or her best.	61	30	6	0	3
The school works closely with parents.	42	49	6	3	0
The school is well led and managed.	67	27	0	0	6
The school is helping my child become mature and responsible.	56	41	0	0	3
The school provides an interesting range of activities outside lessons.	50	35	4	1	9