

INSPECTION REPORT

CHATSWORTH INFANT SCHOOL

Sidcup

LEA area: Bexley

Unique reference: 101439

Headteacher: Mrs A Cheffings

Reporting inspector: Mrs Joy Richardson
6676

Dates of inspection: 30 April - 2 May 2001

Inspection number: 192834

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Burnt Oak Lane Sidcup Kent
Postcode:	DA15 9DD
Telephone number:	020 8300 9295
Fax number:	020 8308 9339
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P. Smith
Date of previous inspection:	10/03/1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 226 pupils, including 46 who attend part time in the nursery. There are two classes in each year group from Reception to Year 2. The school draws pupils from around the Sidcup area. Mobility among pupils is low. The large majority of pupils are white. A few pupils come from an ethnic minority background and a small number speak English as an additional language, though none are at an early stage of fluency. The percentage of pupils eligible for free school meals is below the national average. There are 21 pupils on the school's register of special educational needs, one of whom has a statement. Children join the nursery at the age of three and are admitted to school in the September or January before they are five. They make good progress in the nursery and their literacy and numeracy skills are well advanced by the start of the Reception year.

HOW GOOD THE SCHOOL IS

The school provides an excellent education for its pupils. The headteacher's leadership is highly effective in creating a very positive climate for learning. Pupils are well taught and they achieve very high standards. The school gives very good value for money.

What the school does well

- The school pursues and achieves high standards across the curriculum.
- The headteacher's leadership is exceptional in its verve and vision.
- Teaching is good throughout the school, enabling pupils to learn successfully.
- Pupils' progress is monitored closely to ensure that they achieve well.
- The school works very effectively with parents in support of pupils' learning.
- Pupils develop self esteem, pride in the school and an interest in the wider world.

What could be improved

- More consistent attention should be given to handwriting and spelling within pupils' writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in March 1997, the school has maintained its many strengths and continued to improve. In particular, there has been significant further development in the monitoring of pupils' learning and in the effectiveness of the school's partnership with parents. Issues raised in the last inspection report, about standards in art and geography, use of the library and communication with parents at the end of the day, have all been addressed successfully. The school has developed a culture of self-evaluation in seeking to improve its service to pupils and parents, as reflected in national awards including Investor in People and the Charter Mark. The school celebrates its achievements while openly and actively reviewing its own performance in pursuit of excellence.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A*	A*	A*	A
Writing	A*	A*	A*	A*
Mathematics	A*	A	A*	A

Key	
highest 5 per cent	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school has achieved consistently high standards over recent years. In 2000, results in the national tests for seven year olds were in the top five per cent nationally in all three areas. Compared with similar schools, results were well above average in reading and mathematics and in the highest five per cent in writing. All pupils achieved at least Level 2, the level expected at the age of seven, and the proportion reaching Level 3 was exceptionally high, particularly in writing and mathematics.

These high standards are the result of high expectations, effective teaching, careful checking of how well pupils are doing and close liaison with parents. The school's close knowledge of its pupils underpins its pursuit of the highest possible standards. The work seen on inspection shows that pupils are reading fluently and accurately, writing confidently and at length, and working with numbers to a very good standard for their age.

Pupils achieve well across the curriculum, as seen, for example, in high standards of work in information and communication technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils take great pride in the school and are highly motivated in their learning.
Behaviour, in and out of classrooms	Pupils behave very well, in response to the school's high expectations which are made very clear to them. They show exceptional concentration and attention in lessons and in acts of collective worship.
Personal development and relationships	Pupils thrive in an atmosphere of mutual respect. Their self-esteem is nurtured, making them ambitious to succeed and confident of doing so.
Attendance	Attendance (totalling 94.1 per cent last year) is slightly below the national average, mainly because of holidays taken during termtime.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years
Lessons seen overall	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.

The quality of teaching was at least satisfactory in all the lessons seen during the inspection, good or better in 93 per cent and very good in 25 per cent. The good teaching evident throughout the school results in steady and effective learning in literacy and numeracy and in other subjects. Teaching is very well planned so that strong foundations are laid and then built upon in subsequent work. Teachers organise and manage their classes well, keeping pupils actively involved. Pupils learn well because they are interested and eager to succeed and they try hard.

Teachers are skilled in supporting pupils who need extra help while also challenging the most able. Expectations are generally very high, although more attention is needed to the quality of handwriting and the accuracy of spelling across the range of pupils' written work.

Volunteer helpers make a significant and valued contribution in the classroom. Learning support assistants know pupils well and support groups of pupils effectively. The school has identified their need for further training, particularly in the teaching of literacy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the	The school provides a broad curriculum which develops pupils' skills and

curriculum	stimulates their interest in the world around them.
Provision for pupils with special educational needs	The school provides well for pupils with special educational needs. Pupils' needs are carefully assessed, teaching is well-targeted and pupils make good progress as a result. Gifted and talented pupils are identified and helped to flourish. The school allocates a good amount of time for support teaching by the special needs co-ordinator and is reviewing how to use this time to greatest effect.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' all-round personal development is strongly cultivated. The school is very successful in promoting a sense of responsibility towards the community and the environment, and an understanding of good citizenship.
How well the school cares for its pupils	The school provides excellent care for its pupils, through well-established systems and effective staff teamwork. Pupils are noticed as individuals and their progress and well-being are carefully monitored.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides energetic and determined leadership, giving clear direction to staff, pupils and parents. She is well supported by the deputy headteacher and senior staff, and by curriculum managers who are effective in developing provision for each subject.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and are very supportive of the school and the headteacher. They have a clear overview of the school's work and of its educational priorities.
The school's evaluation of its performance	The school is very effective in evaluating its performance. This evaluation is rooted in the continuous monitoring of teaching and learning and in open communication between staff, parents and governors.
The strategic use of resources	The school's income per pupil is above the national average and supplemented by funds raised by parents. The school makes purposeful and effective use of all available resources, as seen, for example, in the successful development of the computer suite. It applies principles of best value to very good effect in pursuing its educational aims.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The leadership of the headteacher and her close knowledge of pupils The guidance given to parents on how to support children's learning The quality of teaching and the high standards achieved The accessibility of staff and the information provided about how children are getting on The school's high expectations for all pupils, whatever their ability The positive social and moral values which the school instils 	<ul style="list-style-type: none"> The range of activities outside lessons

A very high level of satisfaction with the school was expressed by parents who completed the questionnaire or attended the parents' meeting before the inspection. Responses to the questionnaire showed unanimous

agreement that behaviour is good, the amount of homework is right, the teaching is good, children are expected to work hard and achieve their best, and the school is well led and managed.

In contrast to the high level of agreement on other questions, only two thirds of parents agreed that the school provides an interesting range of activities outside lessons. Inspectors consider that the wide range of visits, visitors and special events adds breadth to pupils' learning. Clubs in choir, recorders and French, open to pupils in Year 2, attract a large number of pupils, and the French club is heavily oversubscribed so names have to be picked out of a hat. Although further opportunities would be welcomed, provision is already greater than is usually the case at this age.

The view of the inspection team is that the high level of parental confidence in the school is very well justified. They consider that the strength of parents' satisfaction accurately reflects the quality of the education provided, and the effectiveness of the school's efforts to prevent any problems from developing.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school pursues and achieves high standards across the curriculum.

1. The school expects pupils to do well and has successful systems in place to ensure that they do so. The consistently high standards achieved result from the combined impact of good teaching, high expectations made explicit to pupils, systematic monitoring and the harnessing of parental support.
2. Pupils learn to read accurately, fluently and with enjoyment. From the nursery, they are taught to recognise common words and to use letter sounds as an aid to reading and writing. Throughout the school, pupils read daily at school and at home. By the age of seven, almost all pupils are progressing well through the school's well-organised reading scheme. More than half are reading at Level 3, the level expected of nine year olds. They confidently tackle longer books of their choice by popular children's authors, such as Roald Dahl and Dick King-Smith. Pupils talk about books and authors with knowledge and enthusiasm, for example discussing different stories by John Burningham in Reception, and writing an 'author review' of Jane Hissey's books in Year 2.
3. Pupils develop confidence and fluency in writing. Younger pupils are encouraged to 'have a go' at writing independently and they begin to write in sentences. By Year 2, pupils are expected and encouraged to write at length, and are given time to do so. They exercise their imagination and elaborate their ideas in writing, learning to organise their thoughts coherently. As a result, more than a third of pupils achieve Level 3 in writing by the time they leave, a far higher proportion than is the case nationally. A closer focus on the quality of handwriting and spelling in all work will reinforce achievement in writing throughout the school.
4. Standards in mathematics are very high, with almost two thirds of pupils achieving Level 3 last year in the tests for seven year olds. Pupils are encouraged from the start to go as far as they can in exploring numbers. So, for example, children in nursery work confidently with numbers to ten and practise counting to 20 or even 100 if they are capable of doing so. In Reception, pupils can add and subtract confidently, counting in twos and detecting odd and even numbers: 'I know 8 is even because I've got all my fingers in pairs.' Pupils' learning is strongly underpinned by the discussion of strategies and the constant reiteration of mathematical language. By the age of seven, pupils are well advanced in their mental recall of number facts and can apply their knowledge, for example when calculating how many 40p items can be bought for £2.50. Pupils know exactly what they are expected to learn and enjoy charting their own progress, prizing the stars awarded progressively for the mastery of multiplication tables. The foundations are very well laid in mathematics and pupils find the pace and challenge of work exhilarating.
5. The school pursues excellence in all subjects, and the work seen on inspection indicated high standards being achieved across the curriculum. Since the last inspection, the school has worked effectively to raise standards in geography and art. There has also been significant development in information and communication technology. Pupils' skills are extended from an early age through well-focused teaching in the new computer suite. Pupils in Reception are able to make pictures using the computer, working with the mouse and a range of tools to control line, shape and colour. In Year 2, pupils use the Internet to find information, for example successfully accessing websites to relate an aerial photograph of Buckingham Palace to a map of the area. Pupils reach standards by the age of seven in information and communications technology which exceed those expected at this age, and are confident in using and applying the skills they have learned.

The headteacher's leadership is exceptional in its verve and vision.

6. The school is led from the front with energy, determination and humour. The headteacher sets the tone of the school, embodying its ethos and shaping its aspirations. Her knowledge of individual pupils and their parents, and her close monitoring of teaching and learning in the classroom, are key factors in the school's success.
7. High standards are set for pupils and also for staff, parents and governors. Everyone's contribution is valued and a sense of teamwork in pursuit of a common purpose is strongly cultivated. This spirit of shared endeavour is reflected in the work of teachers and assistants, and also in the high quality of support provided by the premises manager, midday supervisors, office staff and volunteer helpers.

The school is well organised and administered. The use of the school's resources is well planned and a recent external audit noted that accounts are kept to a very high standard.

8. The deputy headteacher supports the headteacher very effectively and leads by professional example in the classroom. Curriculum managers take the lead in developing subjects and pursuing improvements. The school's self-evaluation is very strong and planning for school development and improvement is rigorous and thorough.
9. The school's leadership is vigilant and attentive to detail in ensuring that pupils' needs are noticed and met. The headteacher visits classrooms frequently, talks with pupils and communicates very effectively with staff and parents about pupils' progress and welfare. Under her leadership, pupils are expected and inspired to do their best and are proud of doing so.

Teaching is good throughout the school, enabling pupils to learn successfully.

10. The extent of good teaching is a major strength of the school. Teaching is good or better in most lessons in all classes, and sometimes very good.
11. Teachers manage pupils well. Classroom routines are well established so that little time is wasted. Activities are carefully structured and resourced, as in the nursery where pupils became absorbed in mixing greens from blue and yellow paint, and relished their play as pirates discovering treasure. Throughout the school, practical activities and independent tasks are well planned to move learning forward. For example, work on money in mathematics was effectively reinforced by sequences of tasks using collections of coins and priced items from a shopping basket.
12. Teachers hold pupils' attention and fully engage their interest, for example in shared reading sessions. High expectations are reflected in the pitch and pace of work. Where teaching is very good, there is a particularly high level of challenge and pupils are helped to evaluate their work. For example, in a dance lesson about 'danger in the forest', teaching developed pupils' responses to the mood of the music and the critical evaluation of their own and others' performance.
13. Teachers explain interestingly, give clear instructions, use technical language appropriately and question pupils well to check or extend their understanding. Teaching is often lively and stimulating, as when the teacher used quickfire singing rhymes and games to reinforce counting in fives and tens. Plenary sessions at the end of lessons are well used to cement learning, for example about which nouns need a capital letter. Teachers quickly recognise when pupils are confused, as when pupils in Reception had been adding the number of coins rather than their values when working with money. They are alert to who needs extra help and who needs further challenge, and they adapt lessons accordingly.
14. The quality of teaching reflects not only the strength of individual teachers but also the effectiveness of the school's underlying systems. Teachers are regularly observed teaching and observe others teach, and this feeds into the discussion of good practice and the identification of areas for improvement. Teaching is planned and evaluated to a common format, and regularly reviewed by the headteacher. Teachers in parallel classes work closely together in planning their work. Pupils' learning is carefully assessed and their progress is recorded. Teachers use this information to guide their planning and teaching. Because of the strength of planning, assessment and record-keeping, teaching throughout the school builds systematically on what has gone before.

Pupils' progress is monitored closely to help them achieve their potential.

15. The school tracks pupils' progress very carefully at all stages. It is quick to detect if pupils are not doing as well as they could or should, and to take action.
16. From the start of nursery, children's progress in personal and social development, literacy and numeracy is noted. There are clear goals for children's learning, such as knowing at least half the letter sounds by the start of Reception. Throughout the school, pupils' attainment in each subject is recorded against the requirements of each National Curriculum level. This builds a picture, for individuals and year groups, of the progress being made, and of the attainment expected by the end of Year 2. Teachers' clear view of how well pupils are doing enables them to be appropriately ambitious on their behalf.

17. Each pupil has a 'Grey Book' containing marked and annotated examples of work which show progress through the school. These books are informative for teachers, parents and pupils. In addition, 'Benchmark' work provides objective assessment in key areas. For example, 'benchmark spelling tests' check pupils' spelling of a set of words appropriate to their year group. The results are used to identify individual or class weaknesses and to pinpoint where further work is needed.
18. The headteacher monitors the work of pupils on a regular basis, providing feedback to teachers and to individual pupils. This reinforces high expectations and ensures that any dips in performance are spotted and remedied. This detailed knowledge of pupils' learning is a key strength of the school's leadership.
19. Pupils with special educational needs are identified early, with support starting in the nursery to help pupils learn effectively. The special educational needs co-ordinator liaises closely with the headteacher and with class teachers to ensure the matching of provision to pupils' needs. Individual education plans are well written with clear identification of targets and of the small steps in learning needed to achieve them, such as learning to read the first 20 of a list of common words. The school has allocated three days a week for support teaching by the special educational needs co-ordinator. This is a valuable resource, as seen in a well-focused session where two pupils gained confidence in tackling words they found difficult to read. The school is working to ensure that all the teaching time available is directed to maximum effect. Learning support assistants support groups well in activities planned by the class teacher. They have a good understanding of pupils' individual needs but would benefit from further training, particularly in the development of literacy skills, in order to support activities such as guided reading. The needs and abilities of gifted and talented pupils are identified and their progress is closely monitored. Specific talents, for example in sport, music or drama, are celebrated and encouraged, and all teachers are committed to providing appropriate challenge for the most able.

The school works very effectively with parents in support of pupils' learning.

20. Parents are regularly consulted and asked for their views about what the school does well and how it could do better. The school values compliments and expressions of appreciation and is also open and responsive to suggestions or concerns. True to the spirit of its Charter Mark award, it seeks to provide a very high standard of service to parents, and to work in close partnership with them for the benefit of pupils.
21. Since the last inspection, the school has further improved its communication with parents. In particular, a very successful system has been established for the end of the day. Teachers escort their class to the gate where they can talk with parents and carers as they collect children. The headteacher also keeps in touch, saying 'goodbye' to children on the path as they leave. In response to a parental suggestion for improving the arrangement, the youngest children now leave first and parents of older children wait further back.
22. Pupils take a reading book home daily. The accompanying 'contact' book provides a very effective channel of communication between home and school about progress and points for attention. Clear guidance is provided on supporting children's learning at home, and this is valued by parents. Pupils benefit from regular practice of reading, spelling and tables at home and from the help of parents in completing 'Impact Maths' tasks to reinforce numeracy skills, such as making cakes with ingredients weighed out in grammes.
23. The strength of the school's monitoring systems mean that teachers are able to give parents very detailed information about pupils' progress. Targets for individual pupils are included in written reports and discussed at open evenings. The school keeps parents abreast of educational developments and 'Chatsworth Chats' in the autumn term explain the work pupils will be doing.
24. Many volunteers, including parents and grandparents, give regular help in school and their contribution is welcomed and appreciated. Pupils benefit from working frequently with an adult in a small group, and the school's community life is enriched by the large number of adults who participate in it. The Chatsworth Parents Association organises social events and raises funds for additional learning resources. The results of this fundraising are seen in equipment for the new computer suite, and in the new 'sensory' courtyard garden which is currently being built. Volunteers are generous in providing practical help, for example in constructing the new nursery garden.

25. The school attaches great importance to the home-school partnership and expects both parties to this partnership to play their part to the full. Effective communication, mutual trust and respect, and pupils' success in learning are the evident results.

Pupils develop self esteem, pride in the school and an interest in the wider world.

26. The school recognises individual achievements and this builds pupils' confidence, self esteem and motivation. For example, pupils list with pride the stars won for learning multiplication tables, and are specific about what they are aiming for: 'I know my twos, fives and tens and I'm working for gold on my nines and elevens.' Similarly, they see becoming a 'Gold Reader' at the top level of the reading scheme as a significant achievement.
27. A large number of pupils, particularly girls, participate with eager enthusiasm in choir, recorder and French clubs. Pupils learn to speak, play and perform to an audience and they do so with confidence. Many pupils take part in activities out of school and achievement in these is also recognised and celebrated in school.
28. Pupils are aware of the national awards won by the school, pointing out the flags flying in recognition of these and telling visitors of their part in winning them. In particular, they understand that the Eco Schools Award involves saving water, light and heat and never dropping rubbish.
29. Pupils learn to take responsibility for their own actions and to avoid 'letting down' themselves or the school by falling short of expected standards. They are proud of belonging to the school and also know that they have an important contribution to make. Pupils are consulted and encouraged to express their ideas, for example about how the school could be made even better. The School Council, unusual at this age, is an early exercise in citizenship, with elected representatives from each class. Pupils talk knowledgeably about initiatives which have been discussed there, such as the introduction of bat boxes in the grounds.
30. The school is outward looking in developing pupils' understanding of the wider world. Pupils become very involved in raising money for charities and learning about their work. Teachers share their interests with pupils, as when the headteacher held pupils entranced in recounting an African safari, raising issues relating to endangered species. Through the Business and Community Awareness scheme, the school organises a wide-ranging programme of talks, for example by police, fire, road and rail safety officers, the mayor, professional footballers and visitors from Africa and Japan. This wide perspective enriches the curriculum, stimulates pupils' curiosity and broadens their horizons.

WHAT COULD BE IMPROVED

Further attention should be given to the quality of handwriting and spelling in all written work.

31. Although handwriting is practised regularly, the standard of handwriting and presentation in pupils' independent writing is very variable. More consistent attention is needed to pencil hold and posture for writing, the correct formation and sizing of letters and the development of a fluently joined style. Pupils learn spellings and most achieve a good standard but the school is working to extend further the range of pupils' spelling competence in their independent writing. To this end, greater emphasis might be given to the accurate spelling of common words known from reading. Pupils could make more consistent use of systems for finding or checking words which they are unsure about. Marking needs to focus more on handwriting and spelling.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. To raise standards further in handwriting and spelling the school should:
- Set clear targets for pupils to work towards in handwriting and spelling;
 - Identify errors through marking and ensure that pupils learn from this.
 - Develop the consistent use of resources to help pupils write accurately and check their own work.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	68	7	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	23	180
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	5.9
National comparative data	5.2

Unauthorised absence	%
School data	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	38	25	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	38	38
	Girls	25	25	25
	Total	63	63	63
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (96)	100 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	38	38
	Girls	25	25	25
	Total	63	63	63
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (95)	100 (96)
	National	84 (82)	88 (86)	88 (87)

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	1
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	177
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 – Y2

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	27.3
Average class size	30.0

Education support staff: YN – Y2

Total number of education support staff	7.0
Total aggregate hours worked per week	141

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	23.0

Total number of education support staff	1.0
Total aggregate hours worked per week	30

Number of pupils per FTE adult	11.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	399996
Total expenditure	393150
Expenditure per pupil	1918
Balance brought forward from previous year	194
Balance carried forward to next year	7040

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	248
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.	79	18	3	0	0
My child is making good progress in school.	79	18	3	0	0
Behaviour in the school is good.	80	17	0	0	3
My child gets the right amount of work to do at home.	68	32	0	0	0
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	66	31	0	3	0
I would feel comfortable about approaching the school with questions or a problem.	76	21	3	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	72	25	3	0	0
The school is well led and managed.	89	11	0	0	0
The school is helping my child become mature and responsible.	77	20	3	0	0
The school provides an interesting range of activities outside lessons.	34	31	17	6	11