

# INSPECTION REPORT

## **CHARTRIDGE COMBINED SCHOOL**

Chartridge

LEA area: Buckinghamshire

Unique reference number: 110298

Headteacher: Mr K Lennon

Reporting inspector: Mr L Lewin  
22330

Dates of inspection: 22 - 23 May 2001

Inspection number: 194796

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Cogdells Lane Chartridge Chesham Buckinghamshire
Postcode:	HP5 2TW
Telephone number:	01494 837498
Fax number:	01494 837819
Appropriate authority:	The governing body
Name of chair of governors:	Mr K Irvine
Date of previous inspection:	April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in a rural location in the village of Chartridge, which is just outside the town of Chesham. It draws pupils from the immediate locality, but, in addition, about 50 per cent of pupils come from further afield. The number of pupils from higher socio-economic backgrounds is above the national average with only a very small number of pupils eligible for free school meals. Until 1998, the school catered for pupils up to the age of 12. The local education authority then changed the age of transfer of pupils to the secondary phase of education so that, currently, the school caters for pupils ranging from four to 11 years of age. With the resulting loss of the class of older pupils, the number on roll dropped and, at 217, is now slightly smaller than the average-sized primary school. Eight teachers teach the pupils in seven classes. Children show above average attainment when they start school in the reception class. The great majority of pupils come from white ethnic backgrounds, but the profile of the school has been changing in recent years so that more pupils now come from other ethnic backgrounds than was previously the case. Currently, nearly nine per cent of the school population comes from other ethnic backgrounds, including Pakistani, Indian and Caribbean. Of these pupils, 11 speak English as an additional language, which, at five per cent, is above the level found in most other schools. At 17 per cent, the number of pupils on the school's special educational needs register is about average, but very few pupils have Statements of Special Educational Need. The school recently received an award for 'achievement in excellence' from the Department for Education and Employment.

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

This is a very good school. Good leadership and management enable staff to work together effectively. The quality of teaching is good, so that pupils attain well above average standards by the time they leave. The school provides very good value for money.

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

- Overall, good teaching throughout the school enables pupils to attain well above average standards in English, mathematics and science.
- The school is very good at promoting pupils' moral and social awareness and sets high expectations for behaviour. As a result, pupils' behaviour is excellent, they are enthusiastic and they relate very well to one another and their teachers.
- Parents provide very strong support for school activities, and the school association makes an outstanding contribution towards promoting school facilities.
- The school provides a very good programme of extra-curricular activities.
- Governors are well informed about and involved in the school's management and provide very good support for the headteacher and staff.

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

- The school development plan is too short term and, in particular, does not provide enough detail about how teaching and learning in all subjects will be improved over the next few years.
- Although staff work very closely together to move forward with school initiatives, the roles of the senior management team and most subject co-ordinators are not sufficiently developed to ensure that the school makes the most of their expertise.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. The key issues raised at that time have been suitably addressed and the school has moved forward successfully in implementing all recent national initiatives. Overall, the pace of improvement is good and staff and governors show a good capacity for and commitment towards moving forward with developments in the future.

## 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
	1998	1999	2000	2000
English	A*	A	A*	A*
Mathematics	A*	B	A*	A*
Science	B	A	A*	A

**Key**

very high                    A  
 well                    above    \*  
 average                    above    A  
 average                                       B  
 average                                       C  
 below average                    D  
 well                    below    E  
 average

When children start school they show a wide range of attainment, but with most working at levels higher than those expected for this age group. They make good progress in the reception class so that by the time they begin Year 1 nearly all attain above average standards. By the age of seven, pupils attain above average standards in English, mathematics and science. The above table shows the school's results for pupils at the age of 11 as being in the top five per cent of schools nationally and this well above average level of attainment has been maintained over recent years. Observations of Year 6 pupils' work during the inspection confirm these results. The school sets itself challenging targets for pupils' performance and is successful in working towards them. Overall, as a result of good teaching, all groups of pupils, including those with special educational needs, make good progress as they move through the school and achieve well by the time they leave.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show a lot of enthusiasm and have a particularly positive and well-motivated approach towards carrying out all classroom activities.
Behaviour, in and out of classrooms	Behaviour in the classrooms and at break-times is excellent. Pupils always move about the school in a very sensible and orderly fashion.
Personal development and relationships	Very good. Pupils show initiative and have a responsible attitude towards carrying out tasks that they are given. They have very good relationships with each other and their teachers.



	Pupils collaborate very effectively with one another during classroom activities.
Attendance	Very good. Pupils enjoy coming to school.

## TEACHING AND LEARNING

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

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

Teaching was satisfactory in eight per cent of the lessons seen, good or better in 92 per cent of lessons, very good or better in 46 per cent of lessons and excellent in one lesson. Teachers plan their lessons well and ensure that challenging tasks are set for all groups of pupils, including those with special educational needs. They show good subject knowledge, provide very clear explanations and question pupils skilfully. As a result, the pace of pupils' learning is good. Teachers have very good relationships with their pupils and provide them with strong encouragement to do their best. Teachers have very effectively implemented the National Literacy and Numeracy Strategies so that English and mathematics lessons are well taught throughout the school. Information and communication technology is well used to promote pupils' learning in different subjects. Teachers instil their pupils with enthusiasm and set a purposeful atmosphere in their classrooms in which individuals are keen to succeed and progress with their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good provision is made for a wide range of interesting activities that cater well for the needs of all pupils. The school provides a very good programme of extra-curricular activities.
Provision for pupils with special educational needs	Good. Individual education plans are carefully devised for pupils. Particular care is taken over providing precise targets for pupils' future performance.
Provision for pupils with English as an additional language	Good. Teachers cater sensitively for the needs of these pupils. A specially assigned classroom assistant gives pupils further good support.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good overall. Pupils' spiritual awareness is well promoted. The school is very effective in promoting pupils' moral and social development. This is reflected in pupils' mature awareness of sensitive issues in the world around them, by the high standard of behaviour and by the consideration pupils show for the feelings of others. The promotion of pupils' cultural awareness is satisfactory.
How well the school cares for its pupils	Very good. The school adopts a thorough approach to ensuring the health and safety of all its pupils. Staff know their pupils very well and cater sensitively for their individual needs. Sound procedures are in place for monitoring pupils' academic and

	personal development.
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The school works very hard to ensure that the parents are kept well informed about school activities and their children's progress. The School Association provides outstanding support for the school through the wide range of social and fund-raising events that it organises and through its close involvement in, and support for, projects such as developing the new library and further improving the school's information and communication technology facilities. Many individual parents come in to school to help with classroom work or extra-curricular activities and make a significant impact upon the quality of education provided.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides an atmosphere in which staff work together as an effective team. Along with other members of the senior management team he has worked closely with staff to ensure the very effective implementation of all recent national initiatives such as the National Literacy and Numeracy Strategies. He has maintained a strong focus upon maintaining the good standards of teaching across the school. However, the roles of the senior management team and most subject co-ordinators are not sufficiently developed or defined. The school development plan does not show clearly enough how the school will develop over the next few years.
How well the governors fulfil their responsibilities	Good. Governors are well informed about and involved in the management of the school. They are very enthusiastic and keen to see the school move forward. They provide very strong support for the headteacher and staff.
The school's evaluation of its performance	Satisfactory. Governors and staff constantly review standards attained by pupils. The headteacher and the senior management team have ensured that effective monitoring and evaluation of teaching and learning take place in literacy, numeracy, and information and communication technology lessons. However, this practice is not yet sufficiently developed within other subject areas.
The strategic use of resources	Very good. The school ensures that the best possible use is made of all available funds and specific grants. The budget is very closely monitored and all spending is very carefully considered to ensure that the best value is obtained.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
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<p>Parent questionnaires returned indicate that parents have a high regard for the school. In particular parents feel strongly that:</p> <ul style="list-style-type: none"> <li>• the school expects that pupils will work hard;</li> <li>• behaviour is good;</li> <li>• staff are approachable;</li> <li>• the school is helping pupils to become more mature;</li> <li>• children like school;</li> <li>• the school is well led and managed;</li> <li>• teaching is good.</li> </ul>	<p>A small minority of parents disagree that:</p> <ul style="list-style-type: none"> <li>• the school works closely with parents;</li> <li>• they are well informed about how their children are getting on.</li> </ul>
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The inspection team agrees with the parents' very positive views. In the opinion of the team, the school makes a good effort to work closely with and involve parents in their children's education. Parents are kept well informed about school events and their children's progress. However, written school reports do not always contain enough specific detail about pupils' attainment and progress or any reference to how pupils could improve in the future.

## **PART B: COMMENTARY**

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

**Overall, good teaching throughout the school enables pupils to attain well above average standards in English, mathematics and science.**

1. Throughout the school, teachers show a committed and dedicated approach towards organising their work and all conversations held with teachers show that they are keen to maintain good standards and to seek ways of continually improving what they do. Through an analysis of test results and the monitoring of literacy and numeracy lessons teachers constantly review the effectiveness of pupils' learning. For example, teachers currently review pupils' writing on a whole-school basis to look at potential improvements that could be made in this area.
2. Throughout the school, teachers plan their lessons well and ensure that challenging tasks are set for all groups of pupils, including those with special educational needs. In the very good lessons, tasks are particularly wide ranging and challenging. For example, in a Year 6 science lesson, a challenging science investigation promoted a well above average level of discussion, with pupils using a wide range of scientific vocabulary and developing good hypotheses to explain the results of their investigations. In many lessons, teachers not only provide a range of activities, but also keep extension activities on hand for those finishing the tasks more quickly than others. In this way all pupils are fully extended at all times. Alongside this approach, teachers also set high expectations for their pupils, as was the case in a Year 5 music lesson where, as a result, pupils made very good progress with using their skills to compose and perform music at an above average level for their age.
3. Teachers have good subject knowledge. This is strongly indicated by the fact that explanations and instructions are clear and succinct. This in turn means that no time is wasted and pupils get on with tasks quickly and efficiently. This was noted in a Year 3 English lesson, where the teacher very carefully demonstrated the way in which riddles could be constructed and pupils became very enthusiastic about producing their own. In addition, the teacher stopped the lesson at appropriate points to re-emphasise aspects of the work. As a result, the quality of pupils' writing was very good. In another very good mathematics lesson in Year 1, the teacher's confident knowledge helped pupils to acquire and use a good level of mathematical vocabulary and to develop well above average skills with addition and subtraction of tens with numbers below 100. Their good subject knowledge is also indicated by the skilful way in which they question pupils. For example, in an excellent Year 1 religious education lesson, the teacher's probing questions evoked enthusiastic responses from pupils and encouraged them all to participate in the discussion. Working in this way, teachers set high expectations for pupils' achievement.
4. Throughout the school, teachers have very good relationships with their pupils. They know their pupils very well and cater very precisely for individual's needs. In this respect teachers and classroom assistants often work very effectively together. During some very well organised group mathematical activities in the reception class, the class teacher and the other adults carefully geared their approach to individual children to try and get them working with their best efforts. This helped the children to acquire above average skills with counting and sequencing numbers. Because of the good relationships that exist, teachers instinctively understand the best ways of encouraging individuals and boosting their confidence. Pupils respond well to this encouragement and work enthusiastically. Many very good examples were seen during classroom discussions where the teachers applied specific

comments to individual pupils to encourage them to join in or to praise them for their contributions. Working in this way, teachers are very successful at producing a classroom atmosphere where pupils enjoy their learning and participate eagerly.

5. As a result of good and very good teaching, pupils make good progress as they move through the school. By the time they reach the age of 11, pupils are confident and articulate speakers. Many of them read widely and use books well to help them find out about areas they are studying. Most pupils present their work neatly, produce very interesting and imaginative accounts and express their views clearly. Many examples were seen of pupils thinking in depth about difficult ideas and then expressing their thoughts very skilfully in poetic form. Pupils use and apply their mathematical skills well in solving problems. They show above average skills in number and algebra; for example, coping well with using negative numbers in calculations, converting fractions into decimals and carrying out calculations involving three places of decimals. They show above average knowledge and understanding of shape, space, measuring and handling data. In science, pupils show a wide range of knowledge and understanding and work at an above average level, with a particularly confident approach towards carrying out scientific investigations.

**The school is very good at promoting pupils' moral and social awareness and sets high expectations of behaviour. As a result, pupils' behaviour is excellent; they are enthusiastic and relate very well to one another and their teachers.**

6. The excellent behaviour of the pupils is a strength of the school. In all situations, including lessons, assemblies, moving around the building or during break-times, this level of behaviour is consistently maintained. Pupils are polite and show good manners. They hold doors open for adults, line up in an orderly fashion, act in a thoughtful way and show respect for the feelings of others. Pupils listen very carefully to all staff and carry out all the things they are asked to do in a conscientious manner. The high standard of behaviour is an important factor in the way the school operates because it means that the school has a very calm and orderly atmosphere that enables all activities to begin swiftly and flow smoothly. It also maximises the effect of the school's good teaching because teachers can focus upon accelerating pupils' learning without the need for the distraction of managing any behavioural difficulties. In this setting of excellent behaviour, relationships within the school flourish. Pupils of all ages mix together freely at break-times, and during lessons pupils relate very well to one another and their teachers. They listen carefully to each other and often collaborate very effectively when working in groups or with a partner. A good example of this collaboration was noted in a Year 3 information and communication technology lesson where pupils shared computers. Pupils' progress was noticeably accelerated through interaction, discussion and sharing of the task. Progress with work was similarly enhanced in many other lessons seen.
7. Most pupils put a lot of effort into their work and show enthusiasm. This is often reflected in the interesting questions that they ask, showing that they are keen to explore activities presented to them. Older pupils' enthusiasm is also reflected in the responsible way in which they carry out tasks. For example, in a Year 6 science lesson many pupils used their own initiative and ideas to develop the science investigation and, on another occasion, a Year 6 pupil was noted independently and very effectively researching for information in the library and making relevant notes to assist a class project.

8. The way in which staff in the school work with the pupils is a major factor in promoting the high standards of behaviour and very good attitudes and relationships that exist. All staff have high expectations of pupils' behaviour and adopt a consistent approach towards encouraging pupils to behave at their very best. Good examples of this consistency were seen at assembly times when pupils came into the hall in an exemplary fashion, settled quickly for the assembly and left later in the same manner. A clear behaviour policy is in place, which is well emphasised by being discussed with pupils and also sent home for parents to view. Pupils gain a firm understanding of the ideas promoted within the policy; for example, through their involvement in agreeing class rules. The principle of operating as part of a team or 'family' is very clearly established throughout the school with a strong spirit of co-operation emphasised by the headteacher and all staff. For example, all pupils are given jobs to do and older pupils carry out tasks that make an important contribution to the smooth running of the school, such as helping staff to prepare for assembly, assisting younger pupils and moving the packed-lunches trolleys to the canteen.
9. Teachers provide many opportunities for pupils to discuss matters in a way that promotes social awareness; for example, with much emphasis placed upon the need for all to contribute and to be included in activities, and for pupils to listen carefully to each other. Older pupils are encouraged to participate in such discussions in a mature way. Social and moral awareness are very effectively promoted during assemblies and religious education lessons with themes such as the importance of 'being part of a family' and 'being special' sensitively presented to deepen pupils' understanding. Activities such as residential trips for older pupils and the many visits made, in addition to the wide range of adults visiting the school and the extensive programme of extra-curricular activities, provide many opportunities for pupils to interact with different groups of people and broaden their social awareness. The participation of pupils in raising money for charity organisations also provides pupils with an insight into different facets of society and the need to help people who are less fortunate than themselves.

**Parents provide very strong support for school activities, and the School Association makes an outstanding contribution towards promoting school facilities.**

10. During the inspection, many parents and members of the community were seen providing valuable support and assistance to teachers and pupils throughout the school. These helpers regularly listen to pupils read. They are well briefed for the task and have met together to ensure that a consistent approach is adopted with supporting pupils. Parents and other voluntary helpers assist in the classrooms, providing very good support on occasions for individuals or groups of pupils. In particular, parents provide very good assistance for pupils using the computers. One voluntary helper, for example, was observed helping six Year 1 pupils to program and control the movements of a 'PIP' floor-robot device while a parent was noted helping Year 2 pupils use a CD-ROM-based dictionary program. Many parents and members of the community assist with or run activities within the school's very wide range of extra-curricular activities.
11. The school benefits enormously from the very active School Association. This association organises an extensive programme of fund-raising and social events across the school year such as a Christmas bazaar, a disco, a family ramble, a barbecue, a fashion show, quiz nights and many other activities. Parents spoken to supported the view that as many as half of the parents help at times with some of the larger events. As well as promoting a very healthy involvement of parents with the school, and, in particular, with their children's education, the association

succeeds in raising large sums of money to help improve the facilities and resources at the school. For example, much support of this kind has helped with the creation of the new library and with the establishment of the school's computer suite. In addition, further targeted support for information and communication technology is provided through the information and communication technology sub-committee of the School Association. Overall, the work of the School Association is a very valuable asset to the school, significantly enhancing the quality of education that it provides.

**The school provides a very good programme of extra-curricular school activities.**

12. Pupils benefit enormously from the extra-curricular activities programme through having the opportunities to broaden their interests and pursue areas that they particularly enjoy. Pupils spoken to say they thoroughly enjoy the activities, and Year 6 pupils spoken to thought the range of activities across the year is 'huge'. Certainly the programme is very extensive, with 15 activities currently available during the school week. The activities cater for a range of interests, with a particularly good provision for music, sports and languages. Additionally, pupils have the chance to participate in a gardening club and Year 6 pupils are given the opportunity to extend their skills in a cycling-awareness club. The school participates in a good range of inter-school sports competitions and older pupils have the chance to pursue adventurous activities during residential trips. Activities also extend into the community with, for example, the school choir singing to senior citizens and the involvement of the school in preparing a float for the Chesham Carnival.
13. The many parents, members of the community and staff of the school involved in the provision of activities give a good deal of their time to support the programme. This reflects the very strong commitment of the school community towards providing the best possible facilities for the pupils.

**Governors are well informed about and involved in the school's management and provide very good support for the headteacher and staff.**

14. The headteacher works closely with the governing body and has a very good and well-established working relationship with the chair of governors. As a result, all communication takes place swiftly and efficiently. Governors are kept very well informed through their twice-termly meetings and the detailed reports that they receive from the headteacher. In addition, a good range of sub-committees have been created where much important work is carried out prior to meetings of the full governing body. There is a wide range of expertise amongst the governors and this benefits the school by helping to create useful links with outside organisations as well as ensuring that there is a broad range of informed views and perspectives to help in all decision making. Governors' knowledge and understanding are also increased due to the fact that most of them either have or have had a child or children at the school. Governors frequently visit the school and good links are established with staff where appropriate. Governors have usefully received briefings from subject co-ordinators at their meetings and, in particular, have received a detailed briefing from the deputy headteacher about the interpretation of data relating to pupils' performances in tests.
15. In recent times governors have been faced with difficult decisions; for example, dealing with budget constraints induced by the local education authority initiative to change the age of transfer of pupils to secondary education and the subsequent loss of the Year 7 class of pupils. They have worked very effectively with the headteacher to overcome such obstacles and through prudent use of school funds and careful monitoring of spending have ensured that the best possible use is made of all resources available.
16. Overall, the governors have a clear overview of the work of the school and provide very strong support for the headteacher and staff.



## WHAT COULD BE IMPROVED

**The school development plan is too short term and, in particular, does not provide enough detail about how teaching and learning in all subjects will be improved over the next few years.**

17. The current school development plan is a very clear document that shows the main areas of improvement that the school intends to address during the coming year. It gives a good description of the main action points and by whom they will be implemented, resources needed for the actions and success criteria by which the outcome of the actions can be evaluated. In addition, the school has a good plan to show intended developments within information and communication technology over the coming years.
18. Discussions with the headteacher, senior management team, other staff and governors show a lot of enthusiasm for and commitment to moving the school forward over the next few years. However, the school recognises the need to detail more clearly the educational direction in a longer-term overall development plan which, in particular, shows clearly the lines of development for different subject areas, with clear reference to how teaching and learning will be further improved.

**Although staff work very closely together to move forward with school initiatives, the roles of the senior management team and most subject co-ordinators are not sufficiently developed to ensure that the school makes the most of their expertise.**

19. The headteacher and staff have worked hard together in recent times to very successfully implement new initiatives such as the National Literacy and Numeracy Strategies. However, the roles and responsibilities of the senior management team and subject co-ordinators are not sufficiently clear and do not always show what actions they should be taking to develop the subjects for which they are responsible. Although clear actions have been prescribed for developments in literacy, numeracy and information and communication technology, no recent action plans have been produced to show how other subject areas will develop. As a result, there is a lack of detailed information to inform the next stages of the school development planning process.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20. In order to improve the school further, staff and governors should now:
  - devise a detailed school development plan to show intended school improvement over the next few years. In particular, it should show clear lines of development for different subject areas along with specific detail to indicate how teaching and learning will be improved;
  - develop the roles of the senior management team and the subject co-ordinators to make full use of their expertise by:
    - providing a clear definition of what each role entails;
    - providing full detail to indicate what actions the co-ordinators should take to carry out each role;
    - ensuring that subject co-ordinators produce action plans that show how their subjects will be developed and, in particular, how improvements in teaching and learning will take place;

- making full use of all of the co-ordinators' actions to inform future school development planning.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	42	46	8	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 - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	217
Number of full-time pupils known to be eligible for free school meals	-	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.2

#### 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
	2000	15	19	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	17	18	18
	Total	31	32	32
Percentage of pupils at NC level 2 or above	School	91 (91)	94 (97)	94 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	18	18	19
	Total	32	32	33
Percentage of pupils at NC level 2 or above	School	94 (94)	94 (97)	97 (97)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	11	12	12
	Total	24	25	25
Percentage of pupils at NC level 4 or above	School	96 (86)	100 (83)	100 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	11	12	11
	Total	23	25	24
Percentage of pupils at NC level 4 or above	School	92 (77)	100 (83)	96 (80)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	12
Bangladeshi	0
Chinese	0
White	171
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)	8.0
Number of pupils per qualified teacher	27.125
Average class size	31

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

Total number of education support staff	3
Total aggregate hours worked per week	74

### ***Financial information***

Financial year	2000/2001
	£
Total income	371,304
Total expenditure	381,998
Expenditure per pupil	1,882
Balance brought forward from previous year	-5,096
Balance carried forward to next year	-15,790

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	94

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	43	4	2	0
My child is making good progress in school.	41	51	4	2	1
Behaviour in the school is good.	56	38	3	0	2
My child gets the right amount of work to do at home.	22	66	11	0	1
The teaching is good.	47	45	4	0	4
I am kept well informed about how my child is getting on.	23	57	17	1	1
I would feel comfortable about approaching the school with questions or a problem.	56	31	10	2	1
The school expects my child to work hard and achieve his or her best.	62	36	1	0	1
The school works closely with parents.	29	52	15	2	2
The school is well led and managed.	47	44	4	0	5
The school is helping my child become mature and responsible.	54	43	2	0	1
The school provides an interesting range of activities outside lessons.	38	48	7	2	4