

INSPECTION REPORT

CHANDLER'S RIDGE PRIMARY SCHOOL

Nunthorpe, Middlesbrough. TS7 0JL

LEA area: Middlesbrough

Unique reference number: 111619

Headteacher: Mr. W.D. Smith

Reporting inspector: Mr. D.G. Ford
1553

Dates of inspection: 25th February to 1st March 2002

Inspection number: 198044

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 and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Nunthorpe,
Middlesbrough.

Postcode: TS7 0JL

Telephone number: 01642 312741

Fax number: 01642 327779

Appropriate authority: The Governing Body

Name of chair of governors: Mrs. J. Hawkins

Date of previous inspection: 13th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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11358	Mrs. V.A. Lamb	Lay inspector
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chandler's Ridge is a larger than average primary school. There are 326 pupils on roll and 52 children attend the nursery on a part-time basis. This is a popular school that is over-subscribed. The number of pupils entitled to free school meals is well below average and fewer than average pupils have a statement of special educational needs (SEN). Chandler's Ridge has been a "Beacon School" since September 2001 with a focus on gifted and talented pupils, writing, information and communication technology (ICT) and community links. There have been significant staff changes over the last twelve months. At the time of the inspection the deputy head teacher had only been in post for two terms, four teachers were on temporary contract and there were two newly qualified teachers. The school is to be extended to provide an additional 5 teaching spaces before the end of the calendar year.

HOW GOOD THE SCHOOL IS

This is a very effective school providing very good value for money. It has many good features and its strengths far outweigh any areas of relative weakness. Pupils enjoy coming to school, they achieve high standards and develop a good range of social and personal skills. The head teacher, staff and governors have successfully created a positive school ethos that supports pupils' development. The planned adaptations to the building will provide the environment for even further improvement.

What the school does well

- High quality teaching promotes very effective learning.
- Relationships in the school are extremely good, pupils' attitudes are very positive and behaviour is very good.
- Pupils achieve very high standards across the curriculum.
- Development planning is clear and appropriately focussed on continuous improvement.
- The head teacher and governors are working very effectively together to manage change and to develop a renewed vision for the school that includes involvement in the "Beacon School" initiative.

What could be improved

- The school building, which imposes restrictions on teaching, curriculum and organisation.
- The consistency of marking and the sharing of next steps with pupils.
- The strategic roles of recently appointed senior staff to take account of planned future changes.

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

It is important to note that the building development planned for later this year will help to address the first point and the governors' action plan should focus on the strategic planning needed to take maximum advantage of the new extension.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very considerable progress since the last inspection (October 1997). There is now no unsatisfactory teaching, most of it is at least good and a significant proportion of it is very good or excellent. The school has moved forward significantly on all the key issues raised in the last report. Attainment and learning in ICT is now good. There is an effective assessment policy. Curriculum planning is clear and well focussed on learning objectives although there is some inconsistency in teachers' approaches to day-to-day planning. The school works actively to ensure equality of opportunity for its pupils and is making provision for more able pupils a key focus of its "Beacon School" initiative. There is now an effective system of monitoring teaching which involves some co-ordinators and although the management roles of newly appointed senior staff have successfully supported the school in a period of rapid change, the current strategic structure may not be suited to maximise future planned

development.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A*	A	A	very high A*
Mathematics	A	A*	A*	A*	well above average A
Science	A	A	A	A	above average B
					average C
					below average D
					well below average E

Pupils are attaining very high standards in these subjects. Pupils build consistently on their prior attainment making good progress. Pupils with SEN achieve well and there are no significant differences between the performance of boys and girls. In short inspections such as this, not all subjects are examined in detail but there is sufficient evidence to show that pupils attain high standards across the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, work hard and take pride in their achievements.
Behaviour, in and out of classrooms	Very good. Pupils are polite and considerate, they work and play well together and show genuine concern for one another.
Personal development and relationships	Very good. Relationships between children and between adults and children are characterised by respect and good humour. Pupils develop well as independent and thoughtful individuals.
Attendance	Very good.

These very good attitudes, behaviour and personal development underpin the very good learning and impressive progress of pupils. They are the result of consistent procedures and the positive attitudes of all staff.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory and sometimes good	Good	Good and often 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.

The quality of teaching is a strength of the school. There is no unsatisfactory teaching. Over three-quarters of lessons are good, very good or excellent and as a result pupils of all abilities learn effectively and make good progress. Lessons are well planned and provide pupils with a good mix of learning tasks although sometimes in the Foundation Stage pupils are offered too wide a range of activities and as a result some pupils are unable to focus sufficiently on intended learning. Sessions proceed in a brisk

and business-like way with high expectations of what pupils can achieve. Teachers intervene thoughtfully and work is conscientiously marked. However, not all marking provides clear targets for future improvement and this lessens its value. There are many very good and excellent lessons that really inspire pupils to strive to do work of the highest quality.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All aspects are covered. Weaknesses identified in the previous report have been addressed although there are still minor inconsistencies in the quality of teachers' day-to-day planning. Recently introduced extra-curricular activities have enhanced the curriculum but the school recognises that range could be further extended.
Provision for pupils with special educational needs	Good. Identification and provision are of good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. All aspects are covered well.
How well the school cares for its pupils	Good systems are in place to support pupils. Staff know their pupils well and the school is a secure environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides clear direction and well-planned development. He has successfully led the school through a period of significant change and is continuing to take it forward, particularly through the recent acquisition of "Beacon School" status. Many staff have been appointed over the last 4 terms and senior staff have been very active in promoting improvements over that period. However, roles in the management of subjects and aspects have not yet all been appropriately allocated and the precise involvement in the strategic management of new initiatives by senior staff is not yet sufficiently defined.
How well the governors fulfil their responsibilities	Very well. Governors have a good grasp of the strategic development of the school. They are properly involved in the life of the school and have set up very good structures to support their work.
The school's evaluation of its performance	Good. Data is thoroughly analysed and used to set challenging targets. The quality of teaching is monitored and the outcomes inform school development planning.
The strategic use of resources	Very good. The school is well staffed and equipped although the building is inadequate in many respects. Funds are carefully managed and the principles of best value are applied. Money has been prudently laid aside to support the new building development that is vital to the further improvement of the school. The school gives very good value for money.

The school's management systems are effective. They are underpinned by a sensible approach to monitoring and clear strategies to support teacher development. The management of the "Beacon School" application and the planning of the building extension has been clear, carefully planned and effectively implemented.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The good standards of behaviour. • The good teaching. • The school's expectations of high achievement. • The school's support for pupils' personal development. 	<ul style="list-style-type: none"> • Levels of communication between home and school and the way that the school works with parents. • The way that some individual concerns are dealt with. • A more consistent approach to homework. • Some aspects of leadership and management. • The range of activities outside lessons. • Some parents are concerned about the recent high levels of staff turnover.

The inspection team endorses the strengths identified by parents. The school provides termly parents' meetings to report on progress, and as part of its "Beacon School" initiative will review all aspects of links with the community and parental partnership. The team agrees that there is scope to extend the range of out-of-school activities. Concerns about leadership and management and the recent high levels of staff turnover are unjustified. New teachers have been well supported and are already making significant contributions to the high quality teaching that is a strength of the school. The school is well led and managed and the indications are that as the strategic roles of new senior members of staff are developed, this will continue and improve further. The team found no evidence of significant inconsistencies in the approach to homework; however, the school rightly plans to review its practice.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

High quality teaching promotes very effective learning

1. High quality teaching is an important feature of this school, it is never less than satisfactory and in more than three-quarters of lessons it is good or better, with over one-third of them very good or excellent. The quality of teaching has improved considerably since the last inspection with the elimination of any unsatisfactory teaching and the doubling of the proportion of teaching that is good or better. The school has managed the recent high turnover of teachers very well. New teachers have been effectively supported and are making a significant contribution to the quality of teaching.
2. Lessons are well planned and pupils know what they have to learn. Teachers provide clear explanations of the work to be undertaken and introductory sessions are brisk, purposeful and well focussed. They make good use of thoughtful questioning to develop pupils' understanding and, when necessary, encourage them to learn from their mistakes. Lessons are well paced and efficiently managed, support staff are an integral part of teaching teams and make a most effective contribution to pupils' learning.
3. All literacy and numeracy sessions are well managed to meet the requirements of the national strategy and engage pupils in good quality learning. Pupils enjoy their lessons and work hard to complete the tasks set. Teachers organise work carefully to match the learning needs of the range of pupils in the class. For example, in a literacy session with Year 2, the most able pupils were actively involved in independently writing poems about colours whilst pupils with less well developed literacy skills worked with the teacher to devise statements about colour to assemble into shared poems. Although learning tasks are always well organised and appropriately resourced, there are occasions in the Foundation Stage when pupils are provided with too wide a range of activities from which to choose. This results in some pupils "flitting" between tasks and limits the potential for pupils to get the most out of the session.
4. In most lessons pupils are encouraged to think for themselves and they are well supported by teachers who provide clear and effective advice, as well as challenging pupils to produce work of the highest quality. In a guided writing lesson with reception-age children, they were encouraged by their teacher to listen carefully and record accurately the letter sounds that they heard. This provided them with clear links between reading and writing and helped pupils to produce high quality work.

5. There are many examples of good or excellent lessons that inspire pupils to really good work. In a particularly impressive numeracy session with Year 6, mathematical problems related to pupils' ages prompted extremely high quality discussion of the mathematical issues involved in calculating ages to the nearest second. As well as producing good strategies to solve the problems, the pupils confidently demonstrate impressive levels of concentration as well as an ability to handle complex calculations. Above all pupils enjoyed the experience whilst making good progress in mathematical learning. In another very good lesson in Year 4, pupils were encouraged to actively investigate movement of vehicles over a variety of surfaces. They worked very well in groups and were keen to learn. The overall atmosphere of the lesson was industrious with the teacher constantly prompting new thinking through probing questions that kept the pace of learning moving briskly. As usual the pupils were clear about the purpose of the lesson and were keen to achieve the planned objective.
6. Although all lessons are at least satisfactory, there are aspects of teaching which require some improvement. Occasionally in a minority of lessons the pace of learning drops as higher achieving pupils finish set tasks and extension work is not readily available. In addition there are some inconsistencies in approaches to marking. Usually teachers provide encouragement, clear analysis of strengths and weaknesses and precise targets for improvement but there are occasions when some teachers only provide a brief comment on the work done with no associated targets or advice for improvement.
7. Overall teaching during the inspection was impressive. Teachers are enthusiastic, conscientious and work hard to engage all pupils. They are inventive in strategies to overcome difficulties imposed by the lack of space and constant disruption that are features of the existing building and they are confident in their knowledge across the curriculum. Pupils are encouraged to work independently and homework is sensitively used to support this. The quality of teaching across the school is the key reason for the excellent attitudes of pupils. Quite simply they enjoy their time at school and their natural energy and enthusiasm are channelled into effective learning.

Relationships in the school are extremely good, pupils' attitudes are very positive and behaviour is very good

8. This school is characterised by an appropriate mix of challenge and support, underpinned by mutual respect. Teachers are enthusiastic and keen to share their enthusiasm with pupils. Pupils enjoy the company of one another and work well together. This was clearly demonstrated in a problem-solving computer session when pairs of pupils were keen to share ideas and modify thinking as they confidently used a database to select houses of particular types from an estate agents list.
9. Behaviour is very good. Teachers have very high expectations of appropriate behaviour and attitudes to work. These are consistently applied across the school and are supported by business-like routines and procedures. Pupils are extremely polite, enjoy each other's company and are courteous to strangers. For example, at playtime a group of Year 3 girls took considerable pains to explain to an inspector the rules and procedures for the playground, patiently demonstrating how entry and exit routines were managed and explaining the school's system of rewards and sanctions.
10. Pupils are very positive about their school. They are proud of their achievements and are keen to demonstrate what they can do. As a result the school is a calm, orderly yet busy community.

Pupils achieve high standards across the curriculum

11. By the time that they are eleven pupils attain standards which are well above national averages in English, mathematics and science. Standards are also well above those attained in similar schools. Standards in the end of key stage tests have been consistently at these levels over the last three years and pupils currently in school are continuing to attain standards that are significantly above national expectations.
12. Achievement in English is good; pupils build well on prior knowledge and make good progress in all aspects of the subject. Standards are firmly based on the effective development of speaking and listening skills. In the Foundation Stage, pupils listen carefully to stories and respond enthusiastically to questions clearly expressing their own ideas and making predictions. These early skills are built on progressively and by the time that they leave school pupils listen actively and are able to speak effectively in a wide range of situations. Thus in a lesson aimed at developing persuasive writing, pupils were able to discuss the pros and cons of fox-hunting in a debating context, making points clearly and using language appropriately.
13. Pupils quickly learn to read. They are introduced to books in the nursery and reception class and enjoy listening to stories as well as looking at their own simple books. Pupils are encouraged to understand story structure and in story-telling sessions they were very enthusiastic participants, keenly spotting the teachers deliberate mis-telling of well-loved tales. Pupils' progress in reading is good. It is underpinned by a good understanding of language. Pupils in infant classes understand technical terms such as "phoneme" and are able to identify patterns of letters that produce similar sounds. Pupils develop a good range of strategies for tackling new words and they progressively build on their comprehension skills. By the time they are eleven pupils are reading at or above national expectations. They are fluent and technically accurate readers with an excellent understanding of phonics. They are able to read with expression and they enjoy reading for pleasure and information.
14. Pupils write very well. They are encouraged to experiment with mark making in the nursery and this is built on progressively throughout the school. Across Key Stage 1 pupils develop good technical writing skills, particularly in stories and poems, although less so in other contexts. By the time that they are eleven they are extremely accomplished writers, able to express themselves well in a good range of situations. Pupils use a good range of vocabulary demonstrating a very mature use of language for effect. Thus in one story the reader's interest was engaged in a particular character's reaction – "No answer. Mrs A's eyebrows raised very mysteriously – but no response". Written work is neat and well presented and by the end of Key Stage 2 pupils are fluent with well-formed handwriting although the development of a joined hand is not developed methodically with all pupils as they progress through Key Stage 1.
15. Achievement in mathematics is very good. Pupils quickly become familiar with numbers. They enjoy counting rhymes and games in the nursery and reception and they build on their early experiences progressively through the infant years and by the time that they are seven pupils confidently work with numbers up to thousands, adding and subtracting two and three digit numbers. They can perform simple multiplication and division, understand place value and can work in money and metric measures.

16. Pupils of all abilities make very good progress in Key Stage 2 and by the time that they leave the school all pupils are confident and accurate in their use of the four rules of number and they apply their knowledge well to problem-solving. For example, pupils in Year 6 used a wide range of prior number knowledge to help them to work out methods to calculate the area of squares and rectangles. The most able pupils achieve very high standards, confidently working with simple geometry, data-handling, co-ordinates and a wide range of metric measures.
17. Attainment in the other subjects of the curriculum is good. Pupils produce work of high quality and demonstrate the ability to apply their knowledge in a variety of situations. By the time that they are eleven pupils have a good understanding of key scientific principles and the concept of fair testing; they confidently use information and communication for word-processing, data-handling and to support work across the curriculum. Progress in all areas of the curriculum is at least sound and often good for all pupils.

Development planning is clear and appropriately focussed on continuous improvement

18. The school management plan is a straightforward, well-organised and comprehensive document. It identifies relevant areas for school development and outlines appropriate strategies to implement change. Initiatives are carefully costed and task leaders are identified. The overall plan considers curriculum, teaching, staff development and support, buildings and resources. It brings together general school improvement planning with the "Beacon School" plan and the implications of the significant extension to the building.
19. There are effective systems to involve staff in the planning process and there has been a praiseworthy initiative to provide the recently appointed senior management team with considerable time to work together to identify issues for improvement that inform the school management planning process. Good systems are being developed to monitor the impact of improvement in the classroom but currently too much of this work is vested in the head teacher who nevertheless recognises the need to involve other senior staff more in these processes.
20. The structured and well-planned approach to school development has supported the large numbers of new staff. It has helped to clarify procedures and quickly get whole-school commitment to national initiatives in literacy and numeracy, as well as the schools priorities defined in the "Beacon School" plan.

The head teacher and governors work very effectively together to manage change and to develop a renewed vision for the school that includes involvement in the “Beacon School” initiative

21. The school is in the process of considerable change. It has emerged from a period of significant staffing turbulence with more than half the staff changing over a period of two years. This naturally created some difficulties and, for some time, meant that the head teacher was working without his full complement of senior teachers. The head teacher gives clear leadership to the school and has put in place good management systems. The governing body has provided a high level of managerial support over the period of change and has developed very effective structures to support its strategic role. The head teacher and chair work closely together and, when appropriate, the chair attends senior management team meetings to provide a governing body view. All governors are properly involved in the life of the school and they are very aware of the school's strengths and the areas for development.
22. The governing body is well organised to carry out its role. Committees have clear instructions and their operation is well managed. Importantly the chairs of the various committees meet as a strategic steering group to co-ordinate the various strands of key developments and therefore, to provide the full governing body with a clear overview. This structure and the excellent partnership between the head teacher and the governing body has resulted in a difficult change period being effectively managed and has also resulted in a successful bid for “Beacon School” status which sets a challenging agenda for further growth.

WHAT COULD BE IMPROVED

The school building, which imposes restrictions on teaching, curriculum and organisation

23. The school, which is over-subscribed, is housed in a building of idiosyncratic design. It is characterised by changes in levels, teaching spaces of unusual and often impractical shapes and two classroom areas that have been designed to double as dining spaces. In addition one Year 3 class and the nursery unit are housed in detached demountable buildings. The result of this is that in too many cases class teaching areas are used as thoroughfares, disrupting lessons, and some lessons have to end abruptly to prepare for meals. On top of this, the pressure on space generated by the number of pupils in school has severely constrained the use of the library area and the ICT suite.
24. Teachers work hard, and usually successfully, to overcome the difficulties imposed by the building but there are examples of routine administrative procedures, such as the collection of registers, that have not been thought through sufficiently and which add to the number of disruptions. It is also impossible for the nursery and reception teachers to collaborate properly in the provision of Foundation Stage education for the under-fives and this has limited the development of new organisational approaches needed to complement the integrated national framework for the nursery and reception age groups.
25. The school has recognised these problems and the head teacher, governors and others have worked to bring together funding to support a significant extension to the building. This is to be completed over the next two terms and will provide for new teaching spaces, eliminate some of the changes in levels, dispense with the need for detached buildings and provide an appropriate layout of rooms to develop an integrated Foundation Stage organisation. It will also provide opportunities to redefine the use of space in the existing building and, with a properly co-ordinated strategic approach, provide an excellent environment for continuing school improvement.

The consistency of marking and the sharing of next steps with pupils

26. Teachers are conscientious in their marking of children's work. Some parents are concerned that some homework goes unmarked but the team found no evidence that this is the case. There is a good policy for marking and new approaches to assessment are being developed. The marking policy outlines purposes for marking and rightly emphasises the need to identify the next steps for pupils. There are some excellent examples of this policy being followed in detail with teachers' marking providing an accurate view of the quality of work, correcting errors where necessary and giving clear advice on what pupils need to do to improve. However, there is too much variation between teachers. There are a number of cases where targets, advice or next steps are not clearly identified or are missing and, very occasionally, marking consists of little more than a "good work" with no amplification. This does not provide pupils with a clear view of the quality of work nor help them plan for the next stages of development.

The levels of involvement of recently appointed senior staff in the strategic management of the school

27. The senior management team is very new. Apart from the head teacher, none of the senior staff have been in the school for more than 4 terms. During this time they have worked very hard and effectively to build a team and to contribute to the improvement agenda to support the school management plan. Their operational roles and responsibilities are clear and they work well collectively to support school improvement, manage the change agenda and support the other new members of staff in finding their feet in the school. However, their long-term strategic roles in leading on specific whole-school initiatives are less well developed and they are insufficiently involved in the monitoring processes of the school. In addition, because of the relative newness of so many teachers, the distribution of subject co-ordinating responsibilities has not yet been completed.
28. Given the number of new initiatives now underway and the strategic implications of the new building, the school is now ready to redefine and clarify key management roles within an agreed management structure and allocate specific task responsibilities to staff, including the re-allocation of subject co-ordinating responsibilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to build on the considerable strengths of the school, the head teacher, staff and governors should:

- (1) Take the opportunity provided by the new building extension to undertake a strategic review of:
 - organisational systems and routines;
 - the location, deployment and management of teaching resources;
 - the curriculum and teaching implications of the new location of Foundation Stage classes.(Paragraph numbers 7, 25, 26, 27)
- (2) Ensure that all teachers understand the school's approach to marking and consistently apply it giving particular regard to providing pupils with clear guidance for improvement.
(Paragraph numbers 6, 28)
- (3) Review the division of responsibilities for co-ordinating subjects of the curriculum and the roles of senior staff in the continuing strategic development and management of the school.
(Paragraph numbers 21, 29, 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	1

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	11	10	0	0	0
Percentage	3	31	34	31	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	26	287
Number of full-time pupils known to be eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	6	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	Unauthorised absence
%	%

School data	3.1
National comparative data	5.2

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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	24	18	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	23
	Girls	18	18	18
	Total	41	42	41
Percentage of pupils at NC level 2 or above	School	98 (100)	100 (100)	98 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	22	22
	Girls	18	18	18
	Total	40	40	40
Percentage of pupils at NC level 2 or above	School	95 (96)	95 (98)	95 (98)
	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 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	22	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	21	22	22
	Total	39	40	40
Percentage of pupils at NC level 4 or above	School	95 (95)	98 (91)	98 (95)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	17
	Girls	21	21	21
	Total	38	38	38
Percentage of pupils at NC level 4 or above	School	93 (91)	95 (91)	93 (95)
	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	1
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	2
Bangladeshi	0
Chinese	1
White	279
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)	12.1
Number of pupils per qualified teacher	27:1
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	73

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26:1
Total number of education support staff	1
Total aggregate hours worked per week	37
Number of pupils per FTE adult	13:1

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	581,851.00
Total expenditure	534,199.00
Expenditure per pupil	1,590.00
Balance brought forward from previous year	989.00
Balance carried forward to next year	48,641.00

Recruitment of teachers

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	12

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	326
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64.2	32.1	2.2	0.7	0.7
My child is making good progress in school.	54.5	41	0.7	1.5	2.2
Behaviour in the school is good.	49.3	47	1.5	0	2.2
My child gets the right amount of work to do at home.	31	43.4	20.2	2.3	3.1
The teaching is good.	53	38.8	0.7	0	7.5
I am kept well informed about how my child is getting on.	38.1	42.5	15.7	1.5	2.2
I would feel comfortable about approaching the school with questions or a problem.	50	35.8	6.7	6.7	0.7
The school expects my child to work hard and achieve his or her best.	57.9	38.3	2.3	0	1.5
The school works closely with parents.	30.6	36.6	23.9	6.7	2.2
The school is well led and managed.	38.8	33.6	14.9	9.7	3
The school is helping my child become mature and responsible.	46.3	49.3	3	0	1.5
The school provides an interesting range of activities outside lessons.	12.5	29.7	33.6	18.8	5.5