

INSPECTION REPORT

CHRIST CHURCH CE PRIMARY SCHOOL

Camden, London NW1

LEA area: Camden

Unique reference number: 100029

Headteacher: Rebecca Hill

Reporting inspector: Robert Greatrex
19924

Date of inspection: 19-20 September 2000

Inspection number: 224120

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Redhill Street Regent's Park Camden London
Postcode:	NW1 4BD
Telephone number:	0207 387 7881
Fax number:	0207 387 7881
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev'd. Guy Pope
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Robert Greatrex (19924)	Registered inspector
Gill Smith (14214)	Lay inspector
Cynthia Thumwood (27301)	Team inspector

The inspection contractor was:

Brookbridge Education

2 Haselwood Drive
Enfield
Middlesex
EN2 7BU

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 227 boys and girls aged between 3 and 11 years on roll and is about the same size as most primary schools. Although covering a wide range, attainment when pupils enter the school is below average overall, particularly in reading, writing and personal development. The school has 54 pupils identified as having special educational needs, about the national average. It serves a multi-ethnic community and 140 pupils speak English as an additional language, a much higher number than average.

HOW GOOD THE SCHOOL IS

Christ Church CE Primary School is very effective. Pupils achieve very high standards. In 1999, national test results were in the top 5 per cent of schools like Christ Church. Teaching is very good; the work given is demanding but carefully matched to each pupil's level. The headteacher, staff and governors work well together, always looking to build and improve on the present high standards. Pupils, too, play their part. They want to learn, so they try hard and behave well. The school provides very good value for money.

What the school does well

- Standards, particularly in English, mathematics and science, are very high.
- The leadership of the headteacher and key staff is very good, particularly in the excellent use of self-evaluation as a catalyst for the school's continued improvement.
- The quality of teaching throughout the school is very good.
- The school is a caring and supportive community with a real 'family' atmosphere.
- The pupils have very positive attitudes and behave very well.

What could be improved

- Marking could be clearer so that pupils know what needs to be improved.
- Staff responsible for subjects need to have a better understanding of what is happening in them, so that they can do more to improve them.

The areas for improvement, already identified by the school, will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good improvement has been made since the school was inspected in 1997. The key issues have been tackled successfully. Teaching is much better, the use of assessment is more effective and the design and technology provision is good. Provision for extra-curricular activities, given the size of the school, is satisfactory. In the meantime, literacy and numeracy strategies have been implemented very effectively and standards improved. The very clear educational direction given to the school by the headteacher, well-supported by staff, governors and parents, and linked to the pupils' very positive attitudes to their learning, means that the school is very well placed to improve further.

STANDARDS

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

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

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

Standards reached by 11-year-olds in the 1999 national tests were well above the national average and very high (A* means in the top 5 per cent) for schools similar to Christ Church. In 2000, nine in every ten pupils reached or exceeded the level expected by this age in English. In mathematics this figure was higher, and in science nearly every pupil reached this level. In 1998 standards improved dramatically and, since then, these high standards have been maintained. Pupils of both sexes and all ethnic groups do equally well. Standards are much higher than at the time of the last inspection.

Standards reached by seven-year-olds in the 1999 national tests were also high in comparison with similar schools. In reading, more than eight pupils in every ten reached the expected level. In writing, mathematics and science the proportion was over nine in every ten. In 2000, results were of a similar standard.

Challenging targets are set for English and mathematics. Every pupil's progress towards them is carefully checked and, where necessary, extra help is tailored to meet the pupil's need. Consequently, in 1999 and 2000, pupils reached and exceeded the targets.

Work is generally of a very high standard and, where this is not the case, the school has identified this and has begun to take the necessary steps. In some of the tools of writing, such as spelling and handwriting, staff training and curriculum changes are already leading to improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and eager learners.
Behaviour, in and out of classrooms	Very good. Because pupils behave so well, teachers are able to spend their time teaching, and give anyone who is struggling the time and help that they need.
Personal development	Very good. The school is a very harmonious family. Relationships are

and relationships	very positive and pupils are eager to take responsibility.
Attendance	Although some pupils take extended holidays, overall attendance is good.

TEACHING AND LEARNING

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

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

The quality of teaching is very good throughout the school. Teaching was very good or excellent in a high proportion of the lessons seen. Three-quarters were good or better, and all teaching was satisfactory or better. This is an improvement since the last inspection.

Throughout the school, teachers make very good use of the lesson's learning intentions to plan carefully-structured activities and focus the pupils' minds on what is to be achieved and why. Consequently lessons have good pace and a sense of purpose. In the best lessons, teachers take this further and use the questions that they ask pupils to get them thinking about the activity. Where teaching is excellent, it is usually because the teacher then uses the learning intention to evaluate the pupils' work.

Literacy and numeracy are both taught very well. The teachers' knowledge and understanding are strong. All elements of the national strategies for these lessons are taught effectively. The needs of all pupils are met equally well, largely because teachers know their pupils well and track their progress closely. Work planned is always at the right level.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very carefully planned and fully meets statutory requirements. Literacy and numeracy are given a very high priority, while a broad and balanced curriculum is maintained.
Provision for pupils with special educational needs	Very good. The needs of these pupils are quickly and carefully assessed, and support targeted to meet their needs. In lessons, the thorough planning and accurate match between the level of difficulty and each pupil's capabilities enable them to succeed.
Provision for pupils with English as an additional language	Very good. The school knows each pupil's needs and works hard to meet them. Any extra help is tailored to meet the specific needs of the pupil. National test results over the last two years, which show that all 11-year-olds for whom English is an additional language reach or exceed the expected level, is testament to the school's effectiveness.
Provision for pupils' personal, including spiritual, moral, social and cultural	Very good overall. Many worthwhile opportunities are given to pupils to become involved in the day-to-day life of the school. Staff show respect and tolerance, and pupils respond similarly. Whilst maintaining very good links with the Church, the school values and celebrates the rich and

development	diverse cultural heritage of its pupils.
How well the school cares for its pupils	Good. Pupils are looked after well. Arrangements for child protection are good. Very good use is made of assessment to make sure activities match pupils' needs and capabilities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently-appointed headteacher has tremendous drive and purpose, giving the school a very clear educational direction. She is ably supported by the deputy headteacher and staff. Even so, subject co-ordinators are not yet sufficiently active and influential in their areas of responsibility.
How well the governors fulfil their responsibilities	The Governing Body is very supportive of the school. It takes its duties seriously and is playing an increasing part in the school's development.
The school's evaluation of its performance	Excellent. The school is very self-evaluative, analysing how it has done in order to know how to improve. The culture of the school encourages a climate of openness and honesty, staff willingly sharing successes and concerns in order to raise standards and further improve the quality of education provided.
The strategic use of resources	Good. The resources available to the school are used well. The school has begun to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good. • The school is well led and managed. • Staff have high expectations of pupils. • Parents feel comfortable raising questions or problems. • Teaching is good. • Their children make good progress in school. • Their children like school. • School helps their children become mature and responsible. • The school works closely with them. 	Parents expressed no particular concerns.

Parents overwhelmingly support the school and appreciate the very good education that their children receive. In all of the categories above, every parent who responded to the questionnaire agreed or strongly agreed.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards, particularly in English, mathematics and science, are very high.

1. Standards reached by 11-year-olds in the 1999 national tests were very good. In English, mathematics and science, they were above average when compared with all schools nationally and within the top 5 per cent of similar schools. In all three of these subjects, nearly all pupils reached the expected level and about four in every ten went on to reach a higher level. Although national comparisons are not yet available for 2000 results, the results themselves show that this high standard has been maintained. Overall, standards have improved considerably since the last inspection.
2. Standards reached by seven-year-olds in the 1999 national tests were very high in mathematics, above average in writing and average in reading. Again, national comparisons are not yet available, but the results in 2000 were of a similarly high standard. These results show good progress from when pupils first enter the school, with many struggling to read.
3. As soon as they start in the nursery and throughout their time in the school, pupils of all ethnic groups and both genders make similar progress. This is a very impressive feature of the school's success. In comparison with the local education authority average, for example, three times the number of 11-year-old pupils at Christ Church reached the expected level in English than generally in the local area.
4. Classwork is of a similarly high standard. Speaking and listening standards are good, partly because of the opportunities and encouragement given to pupils. Older pupils read with good expression and fluency. Both in school and at home, they are given good support and encouragement. By Year 4, pupils are developing their own individual styles. Pupils write with imagination and, when appropriate, wit, for example the Year 5 pupil whose 'bio-poem' included the personal insight, 'who fears terrorists, crocodiles and having to eat Brussels sprouts'. An analysis of work shows that over the last year, writing standards have improved considerably as pupils become more and more experienced in their use of language and structure. Whilst the tools of writing, such as handwriting and spelling, are current areas of concern to the school, they are nonetheless of a satisfactory standard. Pupils have a very good understanding of number. The vast majority show good mental recall and about half have confidence and dexterity in how they go about solving problems.

The leadership of the headteacher and key staff is very good, particularly in the excellent use of self-evaluation as a catalyst for the school's continued improvement.

5. In the short time since the headteacher was appointed a great number of tasks important to the school's development have been completed. A thorough audit of what the school does well and what it needs to improve, led to the rewriting of the school development plan. This is a practical tool that drives the school's development. It gives focus to all activities and enables the school to take ownership of its own destiny. Consequently, the school has a very clear educational direction and there is a shared vision of where it is going. Priorities for improvement are the right ones.
6. Evaluation is at the heart of everything the school does. Teachers want to improve; there is no complacency. No matter how successful an activity is, it is evaluated to see whether improvements can be made or if there are lessons to learn and apply to other areas. Governors, too, are increasingly involved. They are receiving the information they need to play an increasingly active role, for example to ask searching and informed questions. Recently, governors and staff have begun working more closely together to write school policies in partnership. This is seen as beneficial.
7. Test results are analysed in detail, areas for improvement are recognised and changes made. For example, the Summer 2000 national test results have already been

evaluated. Areas where pupils did less well have been discussed by staff, and appropriate changes made. Handwriting and spelling are now taught more methodically. Greater emphasis is given to the teaching of mathematical language. The use of sets has been successful and will be expanded. In all of these ways the school is planning to improve the curriculum that it provides.

8. The headteacher monitors what happens in classrooms closely, and uses this information to help individuals and the school to progress. Teaching and learning are regularly checked. Curriculum plans are matched to what actually happens in classes and to the work that results.

The quality of teaching throughout the school is very good.

9. Teaching is very good. All is at least satisfactory, three-quarters is good or better and four in every ten lessons seen were very good or excellent. Teaching has improved since the last inspection, and national initiatives are taught very effectively. Teachers have very high expectations of pupils' learning and behaviour. No time in lessons is wasted.

10. A particular strength of teaching is the use made of the lesson's learning intentions. Because they clarify in their own minds precisely what is to be taught and plan so clearly, teachers always teach with good pace and structure. Because they tell pupils what is to be learnt and why, the pupils also have a clear sense of what they are intending to do. Consequently, the pupils are full and active participants in their own learning. This is very beneficial to the rate of their learning and the attitudes that they bring to lessons. Even the youngest pupils respond positively to this structure. The introduction to a Reception literacy lesson ended with the teacher stating, '...and the reason I want you to do this is...'. The pupils were clear in their own minds what they had to do and why, and could repeat it back again afterwards. In the small proportion of excellent lessons, the teacher often went on to use the learning intentions as fully in the evaluation of what pupils had learnt, including the marking of work, as in the earlier parts of the lesson. This process gives to both teacher and pupil a very clear understanding of what has been achieved and where to focus in the next lesson.

11. Teachers generally have good knowledge of the subjects that they teach, and this particularly helps their explanations and introductions. In a very good Year 6 music lesson, the teacher was able to demonstrate and explain 'ostinato' very clearly so that the pupils' later performance was successful. In another very good Year 6 lesson, the teacher's extensive knowledge of writing enhanced the pupils' learning and opened up new ideas to them. Her enthusiasm was infectious. Throughout the staff, understanding of the literacy and numeracy frameworks is also very good. The different elements of each are generally well taught, for example in a very good Year 1 lesson where two teachers worked together very well to develop the pupils' knowledge of phonics. Phonics were learnt, practised and reinforced, the pupils' attention being kept by the very good use of visual resources. The pupils' knowledge of books was extended and words such as 'illustrator' introduced.

12. The most effective teachers use questioning well, particularly to clarify and extend their pupils' learning. When Year 6 pupils return from their mathematical sets, for example, probing and thought-provoking questions enable the teachers to identify what has been learnt and any areas for further work. In science, the specialist teacher also uses questioning to draw out the pupils' knowledge and get them thinking, predicting and then hypothesising.

13. Work is very carefully matched to the pupils' different abilities, with the right level of challenge. Although the inspection took place near the start of term, teachers already knew all their pupils well. In a Reception literacy lesson for example, each pupil received the right level of support to enable them to complete the tasks set. When some pupils struggled to

think of objects beginning with 'm', the teacher gave them a tray of objects asked them to find ones beginning with the right letter. Once they had mastered this, she gave them two words, one beginning with the letter, one not, and asked them to choose which one did. In this way she gradually built their understanding. Teachers recognised when pupils with special educational needs needed extra help, and carefully ensured that the pupils for whom English is an additional language were seated where they could pick up visual and facial cues.

14. Homework is used effectively. In some lessons, such as in Year 3, it is used to prepare pupils for mathematical activities in class. In others, such as a Year 5 literacy lesson, it follows on well from classwork.

15. Very good use is made of specialist teaching and teaching in sets to raise standards. Specialist teaching is used to give to the pupils the benefit of particularly good knowledge and understanding of science, information and communication technology and music, so that explanations are very clear and easily understood. In science, teachers, too, benefit from having the opportunity to work alongside a good role model. 'Sets' are used to enable Year 6 pupils to have mathematics teaching very closely matched to their needs. Every activity in every lesson has a purpose. Very often, as in a lesson about mathematical language, work is planned to meet pupils' needs that have become apparent in earlier lessons.

The school is a caring and supportive community with a 'family' atmosphere.

16. The ethos of the school is established the moment pupils walk through the door. Right from induction into the nursery, when the new children begin their 'Passport to Christ Church School', each pupil is made to feel both individual and a part of the school as a community. All around the school, for example in the display of pupil photographs in the hall, this emphasis is reinforced and extended. While the uniqueness of each person is recognised and celebrated in displays such as 'personal patchworks' about themselves and their heritage, each person's rights and responsibilities in the school and wider community are acknowledged simultaneously.

17. A sense of community exists within the school. Assemblies, when the whole school comes together, are seen as very special times. A peaceful, calm atmosphere reflects everyone's recognition of this. The content is carefully chosen, often thought-provoking or explaining and relating religious concepts such as faith to everyday life.

18. The school recognises the cultural diversity of its pupils and sees this as a strength to draw upon. The emphasis is on inclusion. A young pupil, recently started in Reception, was enthralled by a book written by a previous class, in Bengali and English.

19. The school values its pupils, and demonstrates this in many small but significant ways. The accommodation is maintained in a spotless condition. Staff care about, and care for, the environment that they are providing for their pupils. Pupils appreciate this and they, too, play their part.

The pupils have very positive attitudes and behave very well.

20. The morning starts well and sets the scene for the rest of the day. Pupils come into school in a very orderly way. They are punctual and eager to learn. No time is wasted and they are soon engrossed in their lessons.

21. The pupils respond well to the challenging educational demands placed upon them. They work hard to improve their work. Pupils listen well to each other, staff and visitors. They

enter the hall for assembly very quietly, for example, and listen spellbound to the stories that they are told. They are acquiring good habits of quiet, concentrated listening.

22. What pupils bring to the lesson themselves is beneficial to their learning. They want to learn and waste no time. They work hard and persevere. Partly because so many bring self-discipline to the classroom, teachers are able to give the time to individuals who are struggling or in need of a few moments' extra advice.

23. Relationships are very good. The youngest nursery children play well together. Throughout the school, there is a unity of purpose as older pupils help those younger than themselves, for example escorting them to assembly.

24. The pupils play co-operatively in the playground and behave well in and around the school. From the earliest age, they share and take turns well, with a clear awareness of each other and their space.

25. Staff build well upon these traits. In Year 2, for example, the teacher and pupils have set acceptable noise levels for different activities. Activities start with the teacher asking the pupils what they think is the most appropriate noise level. This encourages pupils to think about how they do things, and they recognise their responsibilities to others.

WHAT COULD BE IMPROVED

Marking could be clearer so that pupils know what needs to be improved.

26. In the majority of teaching, marking is not used sufficiently to move pupils on. Very few teachers write about the precise areas in which a pupil has succeeded, or needs to concentrate on next time. Comments are generally encouraging of the pupil, but not specific enough to help the pupil to improve. Very few teachers refer to the learning intentions in their evaluations. Where this does happen, for example in Year 6, the rate of pupils' learning is much greater.

27. Often the subject of the lesson does not feature in the marking, and this is detrimental to pupils' learning and progress. In many science books, for example, marking largely refers to neatness, handwriting or spelling. Although these are all important, very little of the marking is of a scientific nature. Consequently the pupils are not given the clear advice and guidance that they need.

28. Shortcomings in marking have been recognised by the headteacher, and staff training is planned.

Staff responsible for subjects need to have a better understanding of what is happening in them, so that they can do more to improve them.

29. Subject co-ordination is not a high enough priority to enable these teachers fully to understand what is happening in their subjects. Although keen and enthusiastic to play a more effective role, until very recently they have received little advice or training. Consequently, they are not well placed to recognise relative strengths and weaknesses, and to be active in responding to them.

30. The headteacher has recognised that staff are not familiar with all aspects of the role of subject co-ordinator. She has taken the opportunity presented by the vacancy for a literacy

co-ordinator to demonstrate how a co-ordinator might gather and analyse data about a subject, in order to recognise where improvement is needed and lead staff discussion.

31. The school development plan recognises that more needs to be done. Already co-ordinators have action plans for their subjects, agreed with the headteacher. Future plans, which are appropriate, include greater opportunities for co-ordinators to monitor standards in their subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In order to build further upon the very good quality education provided by the school, the headteacher, governors and staff should:

- (1) improve marking by:
 - making more explicit to pupils what they have done well and what needs to be improved
 - giving due emphasis to the subject content when marking work
 - considering more widespread use of reference to the lesson's learning intentions when marking work from that lesson (paragraphs 26, 27 and 28)

- (2) improve the effectiveness of staff with subject responsibilities by:
 - giving staff further training, advice and guidance in the role
 - giving staff more opportunities to find out what is working well, and what needs improvement. (paragraphs 29, 30 and 31)

Summary of the sources of evidence for the inspection

Number of lessons observed

26

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

8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	36	35	25	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)	23	204
Number of full-time pupils eligible for free school meals		81

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		54

English as an additional language

	No of pupils
Number of pupils with English as an additional language	140

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	10	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	15	17	18
	Girls	9	9	9
	Total	24	26	27
Percentage of pupils at NC Level 2 or above	School	86 (86)	93 (86)	96 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	15	18	17
	Girls	9	9	9
	Total	24	27	26
Percentage of pupils at NC Level 2 or above	School	86 (86)	96 (93)	93 (86)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	15	14
	Girls	12	12	12
	Total	27	27	26
Percentage of pupils at NC Level 4 or above	School	93 (93)	93 (89)	90 (89)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	14	15
	Girls	12	11	11
	Total	24	25	26
Percentage of pupils at NC Level 4 or above	School	83 (74)	86 (85)	90 (89)
	National	68 (65)	69 (65)	75 (72)

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	13
Black – other	3
Indian	2
Pakistani	0
Bangladeshi	26
Chinese	5
White	96
Any other minority ethnic group	27

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)	10.0
Number of pupils per qualified teacher	20.4
Average class size	22.7

Education support staff: YR – Y6

Total number of education support staff	8.0
Total aggregate hours worked per week	121

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	23

Total number of education support staff	1.0
Total aggregate hours worked per week	33

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	605 561
Total expenditure	601 042
Expenditure per pupil	2 789
Balance brought forward from previous year	10 324
Balance carried forward to next year	14 843

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	33	0	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	83	17	0	0	0
My child gets the right amount of work to do at home.	46	42	13	0	0
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	58	38	0	4	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	67	33	0	0	0
The school is well led and managed.	79	21	0	0	0
The school is helping my child become mature and responsible.	63	38	0	0	0
The school provides an interesting range of activities outside lessons.	38	50	4	8	0