

INSPECTION REPORT

CHIDHAM PAROCHIAL PRIMARY SCHOOL

CHIDHAM, CHICHESTER

LEA area: West Sussex

Unique reference number: 125976

Headteacher: Lynda Aplin

Reporting inspector: Roderick Passant - 2728

Dates of inspection: 14th to 15th November 2000

Inspection number: 224634

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Chidham Lane
Chidham
Chichester

Postcode: West Sussex
PO18 8TH

Telephone number: 01243 572380

Fax number: 01243 576029

Appropriate authority: The Governing Body

Name of chair of governors: Reverend Brian Cook

Date of previous inspection: 8th July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Roderick Passant No. 2728	Registered inspector
Leonard Weeks No.9078	Lay inspector
Gay Wilkinson No. 2749	Team inspector

The inspection contractor was:

NES Education Services Ltd.,
Linden House,
Woodland Way,
Gosfield,
Halstead,
Essex
CO9 1TH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	12
The quality of leadership by the headteacher is very good.	
The quality of teaching is good.	
Pupils achieve well and generally make good progress.	
Pupils' attitudes to learning and behaviour are very good.	
The governing body and all who work at the school have a shared commitment to the school's development and to doing the best for the pupils in their care. There is strong teamwork. All support staff and volunteers are used most effectively to promote pupil achievement.	
WHAT COULD BE IMPROVED	15
The quality and range of experiences offered in the new foundation stage to increase opportunities for the youngest children to take responsibility for aspects of their own learning.	
Seek to extend the range of opportunities for older pupils in particular to work with a range of adults and other pupils in order to present them with the variety of challenge that comes with working with other people.	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a rural community five miles to the west of Chichester. Some pupils come from further afield. The school is much smaller than average and has 72 boys and girls on roll aged four to eleven. The percentage of pupils with special educational needs is above the national average, as is the percentage of pupils eligible for free school meals. Pupils come from a range of social backgrounds. The school's baseline assessment indicates that pupils represent the full ability range when they enter the school.

HOW GOOD THE SCHOOL IS

Chidham Parochial is a good school. There is a high commitment by all adults working at the school to do their very best for the pupils. It is very well led. Attainment, as measured by average points scored in the National Curriculum tests, shows year by year variations which reflect the small numbers and the range of ability of the pupils taking the tests but the overall trend in improvement in the tests at the age of eleven is above the rate of improvement nationally. The school provides good value for money.

What the school does well

- The quality of leadership by the headteacher is very good.
- The quality of teaching is good.
- Pupils achieve well and generally make good progress.
- Pupils' attitudes learning and behaviour are very good.
- The governing body and all who work at the school have a shared commitment to the school's development and to doing the best for the pupils in their care. There is strong teamwork.

What could be improved

- The quality and range of experiences offered in the new Foundation Stage to increase opportunities for the youngest children to take responsibility for aspects of their own learning.
- Seek to extend the range of opportunities for older pupils in particular to work with a range of adults and other pupils in order to present them with the variety of challenge that comes with working with other people.

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 July 1996 and has made very good improvement since then, particularly in aspects of management, quality of planning and teaching, the evident teamwork and high morale of staff and in pupils' progress and achievement. The school now has the confidence of the community.

The school now makes very good use of data to analyse and monitor pupils' progress and there is a sustained focus on raising achievement within the school improvement plan. The overall quality of teaching is now good. Careful and detailed curriculum planning has been undertaken to ensure that pupils, even within the mixed- aged classes, are taught in a progressive manner and do not repeat the same themes. Standards show a steady improvement.

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	D	B	E	D
mathematics	C	B	B	A
science	A	C	C	B

Key

well above average A
 above average B
 Average C
 Below average D
 well below average E

The results of the National Curriculum tests need to be considered with care in this school, because the size of the year group at the age of seven and eleven are often very small and thus the performance of an individual pupil can make a very significant difference. The table is based on the percentage of pupils achieving a particular National Curriculum Level. Another way of examining test results is by using the average National Curriculum points scored by pupils. This takes into account the achievements of all pupils and is not dependent simply on the proportions reaching a particular threshold.

Standards at the age of seven, although dipping in the 2000 tests, show improvement in reading, writing and mathematics since 1997. Performance in the English tests at age eleven show variation and the school has identified aspects of writing as a weakness which it is addressing well. In the 1999 tests, the percentage of pupils achieving the higher level in English was well above the national average. In mathematics and science there has been a steady improvement in test results. In all three subjects the average points score indicates that there has been significant improvement in the standards since 1996 and the rate of improvement is above the national trend. Pupils with special educational needs make good progress.

Overall, standards of attainment in mathematics and science are broadly average, and English slightly below average when considered over a length of time. Individual pupils achieve well and make good progress. The school sets targets based on detailed knowledge of pupils' past performance but with an appropriate element of challenge. The school met its target in the 2000 tests in English and surpassed it in mathematics. All pupils reached the required standard in science. The school's use of assessment data to analyse particular strengths and aspects which require further development is very good. Pupils achieve good standards in reading and by the age of eleven, pupils are confident in their speaking skills and listen well. The current work on developing the quality of pupils' writing through extensive drafting to use a richer vocabulary and more accurate spelling is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils settle to work quickly and have a very positive attitude. In the main they work well when unsupervised. They are interested and engaged by the work.
Behaviour, in and out of classrooms	Behaviour throughout the school is very good. All adults are skilled at managing pupils' behaviour in a very positive way. There is no evidence of any bullying.
Personal development and relationships	Relationships throughout the school are very good. Pupils show sensitivity in the way they talk about other pupils' work or explore how people view differences in others.
Attendance	In 1999/2000 this was below the national average. The percentage of unauthorised absence was less than that nationally.

The school provides a very safe, secure environment. Although the social development of pupils is good, the school should explore ways for the older pupils in particular, to work with other pupils and adults and to respond to the challenge of working with people they know less well. Young children do not have enough opportunities to take responsibility for aspects of their own learning because of the range of experiences offered.

TEACHING AND LEARNING

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

Although there are three classes in the school the judgements indicated above do not relate to these classes. In two classes there are pupils from two key stages. The quality of teaching overall is good. Of the lessons seen 29 per cent were very good, 50 per cent were good and 21 per cent were satisfactory. No unsatisfactory teaching was seen. Teaching of mathematics and English is good.

Teachers plan with thought and care to meet the challenge of the range of ages and abilities. They are introducing effectively literacy and numeracy strategies which are having a positive impact on raising standards of achievement. Assessment is being used well to ensure that the work is matched well to particular groups of pupils. There is very good awareness of the needs of individual pupils. As a result of the overall good quality of teaching, pupils are making good progress and achieving well against their prior attainment. They are being appropriately challenged through skilful questioning, teacher expectations and the pitch of the work. The school identified that aspects of writing needed development and teaching is addressing this aspect well. Pupils with special educational needs are supported well and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of planning to ensure progression in skills is very good, as is short-term planning. As a consequence, work is matched well to the ability and age of pupils. The school strives hard to ensure that the work pupils undertake is interesting and covers the National Curriculum. The curriculum for very young children needs development. Currently there is an over-emphasis on formal academic tasks aimed at Key Stage 1 targets, rather than the wider range of experiences which work towards the Early Learning Goals for very young children.
Provision for pupils with special educational needs	Pupils with special educational needs are supported well and they make good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Overall the provision for this aspect is good. The provision for cultural development is good. Pupils have opportunities within religious education to explore other cultures and other faiths. They have good cultural experiences in art and music and through theatre visits. Specialist music teaching and opportunities to learn recorder or violin and sing in the choir ensure that music makes a good contribution to the cultural life of the school. The provision for moral development is very good. In science, for example, the implications of an experiment on global warming was explored. Pupils have a good understanding of right and wrong. The provision for social development is good. Pupils have opportunities to work together and experiences, such as the residential trip make a significant contribution. Older pupils would benefit from extending the range of opportunities to work with other pupils and adults they do not know. The provision for spiritual development is good. Pupils' sense of self-esteem is fostered consistently.
How well the school cares for its pupils	The school cares for the pupils very well. The positive features of a small school are fostered and developed very well. All pupils are known very well.

Parents are very supportive of the school. The school is approachable and works hard to keep parents informed. There is a very good process by which young children are introduced to the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership by the headteacher is very good. The school improvement plan is very detailed and clear and there is a central focus on how standards are to be raised. There is a strong corporate vision for the school in which everyone has a part to play. The headteacher monitors the work of the school very effectively, establishing very strong teamwork and a very positive ethos.

How well the governors fulfil their responsibilities	The governing body is very supportive and its members bring a range of expertise to the school. They feel confident to discuss issues in an open way and to act as a critical friend. They monitor the budget effectively.
The school's evaluation of its performance	The headteacher makes very good use of assessment information to monitor the progress of pupils and to compare the school's performance. She monitors formally and sets effective targets. She has a very clear knowledge and understanding of the strengths of the school and the aspects that require further detailed development.
The strategic use of resources	Resources are used well. They are very accessible and stored well.

In any expenditure the principles of best value are applied well. The headteacher believes that the quality of the environment reflects the value accorded to pupils. As a consequence, considerable efforts have been made to ensure that the school and its grounds are attractive. The school is currently lacking an 'out-of -doors classroom' for very young children. The overall leadership and management of the school is a very significant strength of the school.

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; • Their children are making good progress; • Behaviour in the school is good; • Teaching is good; • They feel comfortable approaching the school. 	<ul style="list-style-type: none"> • The range of extra-curricular activities.

There were positive responses to all questions with very few parents disagreeing on any aspect apart from the range of extra curricular activities. The inspection team supports the very positive views of parents. Given the size of the school, the number of staff and the demands of planning, the view of the team was that the range of extra-curricular activities was good for older pupils and overall the provision was at least sound.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of leadership by the headteacher is very good.

1. The headteacher has the confidence of the local community and the governing body and is held in evident high regard. There is a clear sense of direction for the school with a sustained focus on raising pupils' achievement. The headteacher has established strong and effective teamwork and a very positive ethos. The issues raised in the last inspection have been tackled well and there has been very good improvement in the school over the past four years.

2. The school improvement plan is very detailed and clear. There is a central focus on how standards are to be raised further and it represents the shared aspirations of staff, governors, parents and wider community. There is a defined planning cycle and the plan outlines two years ahead but the next year in detail. The plan provides a strong corporate vision of the school where everyone has a part to play.

3. The school, through the work of the subject co-ordinators, has established an action plan for literacy which focuses on improvements in writing skills and another for numeracy which focuses on skill progression in mental mathematics.

4. Evaluation of the school is very good. The headteacher uses detailed analysis and has established good tracking systems to ensure that individual pupils are making good progress. She uses National Curriculum test data well to compare the school's performance with others and also to determine, from the detail of the marking of the tests, aspects which the school could well address to improve performance. Standards show a steady and continued improvement.

5. The headteacher monitors the work of the school formally and informally. She undertakes formal classroom observation and sets effective informal targets for development. As a consequence, she has a very clear knowledge and understanding of the strengths of the school and those aspects, which are often concerned with specific detail, over such aspects as planning, that she would like to see developed.

6. The headteacher clearly enjoys the rigours of managing a small school. She knows the pupils and their families and carers well, works hard to develop and sustain the school's reputation in the community and to provide effective support to her colleagues on the staff. Above all, ensuring that the pupils have a secure, happy but appropriately challenging experience of school lies at the heart of her work.

The quality of teaching is good.

7. Across the school, teachers have very good relationships with the pupils whom they know very well. Teachers establish a very calm, secure, pleasant yet purposeful atmosphere in the classrooms. Pupils are managed well but unobtrusively. All adults model courtesy and respect towards the pupils, who in turn show similar high standards in their relationships with each other as a consequence. Pupils' confidence is fostered consistently by praise, which is all the more effective because it relates to specific objectives. 'That is excellent, S-, because you use direct and indirect speech.'

8. It is evident that teachers invest considerable time and effort in planning. They face the particular challenges of a small school, in teaching a wide range of ages and abilities, well. Considerable work has been carried out in developing curriculum planning so that pupils do not repeat themes or units of work but develop their skills and understanding in a progressive manner. The objectives of individual lessons are very clear and shared with the pupils, who as a result understand what the purpose of the lesson is and how it links to what they did earlier. The detail of the planning is revealed by the way the classroom experience is managed with deceptive ease. All pupils are appropriately challenged.

9. There are high expectations relating to behaviour and achievement. In one class for example, the organisation depended at one stage on a group of younger pupils working at a task independently. The teacher very quickly picked up the fact that a pupil was wasting time. Across the school, teachers have good subject knowledge and present the work with interest and enthusiasm that motivates pupils. It is this good subject knowledge which gives teachers the confidence to question pupils effectively and then to question them further to make them refine their answers. In a science experiment for example, a group of the oldest pupils was able to answer the initial question 'If you burn a piece of paper, what do you think the gases might be?' from the questioning which identified carbon as the element which was burning because of the soot deposit. Through questioning the teacher effectively reminded pupils of previous work and went on to extend that knowledge so that pupils were able to work out the percentage of the residue for newspaper, magazine paper and cotton. The links with the 'green house effect' and the moral aspects of environmental concerns were then developed further. In another lesson with very young children the questioning established a link between 'Catherine wheels' and the book 'Plop' that they were reading. Whilst in another class it was the probing of open-ended questioning such as - how? why? what? I wonder? possibly?- which encouraged pupils to think about the text they were reading in their literacy lesson.

10. Good examples of detailed marking were seen across the school. In some, the teacher focused on a particular aspect of the pupils' work, such as words ending in 'ly' or 'their' and 'there'. In other examples the teacher engaged with the quality of pupils' drafted work. 'You move from one idea to the next and some of the sentences are repetitive.' Again high expectations of the work of individual pupils were evident. One pupil wrote a passage starting with a description:

11. 'The castle stands alone, high on top of overgrown, windswept grass-covered hill. It overlooks miles of unspoiled fields and forests....'

12. The marking indicated how, whilst the work was 'adequate', the pupil could improve it, and then gave some suggestions, balancing the critical comment by specific praise later in the writing. It is because the teachers have high expectations of the level that pupils can achieve that higher attaining pupils are appropriately challenged.

13. During the inspection very good teaching was seen and no teaching was unsatisfactory. It is the consistency of the high quality teaching, which ensures that the pupils achieve well and that all pupils make good progress.

Pupils achieve well and generally make good progress.

14. In a small school, such as Chidham Parochial, the analysis of National Curriculum results needs to be undertaken carefully. The performance of an individual pupil out of a year group of, for example, ten can make a very marked difference in the overall percentage. In a larger school the performance of individual pupils makes a less marked difference. It also accounts why there is considerable year-on-year variation in the overall results.

15. Taking the period 1998 to 2000 the figures show that seven-year-olds achieve broadly in line with national averages in their reading and writing and slightly below in mathematics.

16. When the results of the tests for eleven-year-olds are averaged over the same period they indicate that in mathematics and science, pupils' performance exceeded the national average. In English, the performance fell below average.

17. The school sets challenging targets for the proportion of pupils likely to achieve the expected levels by the age of eleven. In 2000, they met their targets in English and surpassed them in mathematics. All pupils reached the expected level for their age in science. Whilst performance in English shows greater variation than the performance in the other two subjects, when the results of all three are averaged they are broadly in line with the national average. The important factor is that the school is continuing to improve its scores at a rate which is above the rate of improvement seen nationally.

18. The school can now compare its results against similar schools. Similar schools are defined in two ways. The first way compares Chidham to schools which have a similar percentage of free school meals. When this is done for pupils aged eleven, it shows that whilst English performance is below average, the performance in mathematics was well above and science above the average obtained in similar schools.

19. The second definition of similar schools compares the achievements at eleven with 'similar' schools scoring the same when the pupils were seven years old. It indicates a measure of progress. In this case, the performance overall in the core subjects was above average. Performance in English was average, mathematics well above average and science above average.

20. The school has identified aspects of writing which require further development. The current work on developing the quality of pupils' writing and enhancing the richness and accuracy of their vocabulary is good. Pupils are currently achieving good standards in their drafted written work.

21. Those pupils who are capable of higher attainment are challenged appropriately through the high expectations of the teachers and achieve the higher levels of the National Curriculum. All pupils, however, are supported effectively. Overall, pupils at Chidham achieve well against their prior attainment and generally make good progress.

Pupils' attitudes to learning and behaviour are very good.

22. The school very effectively fosters in its pupils very positive attitudes to learning. This stems from teachers' interest and enthusiasm for what they are teaching, but also, because of the genuine commitment towards ensuring that pupils achieve well. The consequence is that pupils have very good attitudes towards learning. They arrive in class ready to work and settle very quickly, showing good concentration. Classroom routines are known and understood and the rooms are organised well, so that pupils know, for example, where the calculators are kept. The school has a strong work ethic, pupils listen attentively to the teachers and display mature attitudes in the way they approach their work.

23. Behaviour around the school, on the playground and in classrooms is very good. Pupils like each other and they get on well together. They show good levels of co-operation and can collaborate and work together well not only in their own classroom but also across the whole school. Pupils are inclusive, they invite others to join their games rather than exclude and they show genuine care towards other younger pupils.

24. All adults working or supporting in the school model courtesy and respect towards each other and the pupils. Pupils, in turn, are equally courteous. They also display considerable sensitivity in the way they talk about each other's work. In a physical education lesson, for example, they were encouraged to look critically at a pupil's performance and make suggestions. The pupils did so but in a manner which showed a sensitivity to the impact of their suggestions on the pupil performer.

The governing body and all who work at the school have a shared commitment to the school's development and to doing the best for the pupils in their care. There is strong teamwork. All support staff and volunteers are used most effectively to promote pupil achievement

25. A strength of the school is the shared commitment towards the pupils shown by all who work at the school. Adults are welcomed into the school community and participate in and help create the school's particular calm and friendly ethos. Teachers' good planning ensures that adults working in classrooms have a clear understanding of their role and there is very good teamwork as a consequence.

26. The governing body is very committed and supportive of the school. Members have undertaken specific governor training and they bring a range of expertise to the school. Governors are often in the school providing support in one form or another and yet more formal monitoring of the school and its development is being undertaken. They feel confident to discuss matters in an open manner and to act as the critical friend when necessary.

27. Parents are very supportive of the school. There is an active Parents' and Teachers' Association which organises social and fund raising events. There is clear evidence that the community takes pride in its school and in watching the children flourish, secure in the knowledge that the school is doing the best for their children. When challenged how the governors guarded against complacency, a governor replied, 'the children provide the challenge'. Clearly they do.

WHAT COULD BE IMPROVED

The quality and range of experiences offered in the new foundation stage to increase opportunities for the youngest children to take responsibility for aspects of their own learning.

28. The recently introduced Foundation Stage, the curriculum for children under-five, stresses the need for opportunities for these children to experience the process of learning through a range of activities. Currently there is an undue emphasis on formal academic tasks which take as their starting point targets associated with Key Stage 1 rather than the process of learning linked to the learning goals for young children. Children have too few opportunities for making their own decisions within that process. A scheme of work has not yet been developed for the Foundation Stage.

29. Currently the school lacks a specific outside play area for the Foundation Stage children, which can be used throughout the year, although the school improvement plan identifies the need.

Seek to extend the range of opportunities for older pupils in particular to work with a range of adults and other pupils in order to present them with the variety of challenge that comes with working with other people.

30. A challenge for the school is to develop opportunities for the older pupils, in particular to work with other pupils and adults with whom they are less familiar. The school provides a very safe and secure environment and sometimes there is a relatively large number of adults working in the school providing specific support. Developing 'safe' opportunities, where there is the challenge of uncertainty, could encourage this. This might be achieved in situations where perhaps the pupils have not worked collaboratively together before, or through a teacher exchanging with another teacher for the day, introducing the pupils to their particular interest. Such an approach could contribute an additional element to the pupils' social development and perhaps help them when they transfer to secondary school. The shared residential trip with another group in the cluster of linked small schools is a good example where older pupils had to mix with other pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. Building on the strengths of the school the headteacher, staff and governing body should:

1. provide the youngest children with an appropriate range of experiences in the areas of learning for the Foundation Stage by:

- ◆ developing an appropriate scheme of work which takes due account of the Early Learning Goals;
- ◆ ensuring that the under-fives have access to an outside 'classroom'/play area;

2. in consultation and in collaboration with other small schools in the locality, extend the possibilities for older pupils to work with a wider range of pupils and adults though, for example,:

short term teacher exchange,
collaborative learning experiences,
residencies, (such as the artist in schools project).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	14
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	50	21	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)	0	66
Number of full-time pupils eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	7.2
National comparative data	6.2

Unauthorised absence

	%
School data	0.3
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 latest reporting year	Year	Boys	Girls	Total
	2000	7	3	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	6	5	6
	Girls	1	1	3
	Total	7	6	9
Percentage of pupils at NC level 2 or above	School	70 (100)	60 (100)	90 (100)
	National	84 (82)	85 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	6	6	5
	Girls	1	3	2
	Total	7	9	7
Percentage of pupils at NC level 2 or above	School	70 (100)	90 (100)	70 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	4	5	7
	Girls	4	5	5
	Total	8	10	12
Percentage of pupils at NC level 4 or above	School	67 (75)	83 (75)	100 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	4	5	5
	Girls	2	5	4
	Total	6	10	9
Percentage of pupils at NC level 4 or above	School	50 (75)	83 (75)	75 (75)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	59
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR–Y6**

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	13.4
Average class size	24.7

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	75

Number of pupils per FTE adult	N/A
--------------------------------	-----

FTE means full-time equivalent.

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.

Financial information

Financial year	1999/2000
----------------	-----------

	£
Total income	198,094
Total expenditure	191,847
Expenditure per pupil	2,665
Balance brought forward from previous year	6,392
Balance carried forward to next year	12,639

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	52
Number of questionnaires returned	36

Percentage of responses in each category

Figures may not add up to 100 per cent because of rounding

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	69	31	0	0	0
Behaviour in the school is good.	72	28	0	0	0
My child gets the right amount of work to do at home.	57	37	6	0	0
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	69	31	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	67	31	3	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	75	25	0	0	0
The school provides an interesting range of activities outside lessons.	51	23	17	3	6

Summary of parents' and carers' responses

The inspection team support the very positive views of parents. Given the size of the school, the number of staff and the demands of planning the view of the team was that the range of extra-curricular activities was good for older pupils and overall the provision was at least sound.