

# INSPECTION REPORT

## **CHALK RIDGE PRIMARY SCHOOL**

Basingstoke

LEA area: Hampshire

Unique reference number: 116057

Headteacher: Mr Derek Buckle

Reporting inspector: Dr T Simpson  
10428

Dates of inspection: 25<sup>th</sup> to 27<sup>th</sup> September 2000

Inspection number: 225044

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Sullivan Road Brighton Hill Basingstoke Hampshire
Postcode:	RG22 4ER
Telephone number:	01256 461733
Fax number:	01256 812453
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Tony Patterson
Date of previous inspection:	28 <sup>th</sup> April to 2 <sup>nd</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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Mr K Parsons	9756	Lay inspector
Mr D Watts	22092	Team inspector
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Chalk Ridge is a large primary school with 387 pupils on roll – including 39 reception pupils who are part time. There are slightly more girls than boys, and very few pupils from ethnic minorities. However, nine pupils speak English as an additional language. Pupils enter the school with a wide range of attainment, but overall this is around average. The percentage of pupils with special educational needs is average, but the percentage entitled to free school meals is below average. The school serves a largely owner-occupied housing estate and a small Housing Association development.

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

This is a very effective school. Results are above average – and in some subjects well above average - by the time the pupils leave at eleven. Pupils are well supported and valued as individuals by staff. They have very positive attitudes and behave very well. Teaching is good or better in more than three quarters of lessons and there are examples of outstanding teaching in the key areas of literacy and numeracy. The headteacher provides very strong leadership and overall management at the school is very good. The school provides very good value for money.

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

- Standards are above average in English and mathematics and well above average in science at Key Stage 2 as a result of the particularly good teaching in these subjects.
- The very good leadership and management means that what the school does is effectively monitored and improvements are continually made.
- The teaching is very good and contributes well to the above average standards being achieved.
- The school makes very good provision for pupils' moral and social development, and as a result, their attitudes and behaviour are very positive, they are keen to learn and they work hard.

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

- The pupils do not have enough opportunities to take charge of their own learning.
- Although the school has improved information and communication technology provision and raised standards in the subject to the national expectation, standards are still not high enough for this school.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in April 1997. Since then it has made very good improvement. Teaching and learning have improved. Teachers now make good use of time and their methods are more effective. Pupils are given more opportunities to work independently and develop their research skills – although they still do not have enough say over their own learning. Standards in the key subjects of English, mathematics, science and information and communication technology are now higher. Management, provision for pupils' spiritual, moral, social and cultural development and assessment are all better than at the time of the last inspection. Pupils' attitudes, behaviour and relationships continue to be very good.

## 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
	1997	1998	1999	1999
English	B	B	A	B
Mathematics	D	D	A	C
Science	C	C	B	C

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

Key Stage 1 assessment results in 1999 were well above average in reading, mathematics and science, and above average in writing. Results of the – as yet unpublished – Year 2000 tests of eleven year olds were not as high as the previous year in mathematics and English – but were higher in science. The work seen by the inspection team was above average in English and mathematics and higher in some aspects of them – such as problem solving and aspects of the writing produced by higher attaining pupils. Standards in science – particularly in the knowledge elements of the subject - are above average at Key Stage 1 and well above average at Key Stage 2. The school has set suitably stringent targets in literacy and numeracy for the current year and is on course to meet these.

Between 1996 and 1999, Key Stage 2 results in the three subjects overall improved at broadly the same rate as that nationally. Results in mathematics, however, improved at a better rate than those nationally.

Pupils achieve well. Standards on entry to the school are broadly average and they have risen to above average overall by the time they leave the school. Standards in information and communication technology have improved in recent years but are still not high enough for this school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, pupils enjoy coming to school, they are eager to learn and work hard.
Behaviour, in and out of classrooms	Very good throughout the school in lessons and at play - no exclusions.
Personal development and relationships	Very good, pupils understand right and wrong and relate very well to one another and to adults in the school.
Attendance	Good, better than the national average.

Pupils' behaviour and relationships are particular strengths of the school. The youngest children settle quickly and cheerfully into school routines, while older pupils take on responsibility very well. Pupils at all stages are very courteous and noticeably proud of their school.

## 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.*

Teaching was good or better in 84 per cent of lessons seen during the inspection and very good or excellent in 28 per cent. In the remainder it was satisfactory. In all lessons, concise objectives are shared with the pupils. This means that the latter have a clear idea of what they are trying to achieve. Contributions from pupils are valued and relationships are very positive. The enthusiasm of teachers frequently inspires pupils. An occasional lesson is too teacher directed and pupils do not have enough responsibility for their own learning. This impinges on progress in areas such as investigative science. Literacy and numeracy teaching is consistently good and in both subjects there are examples of outstanding teaching. The very good quality of the teaching at the school is having a very positive effect on the above average standards being achieved and meets the needs of all pupils very well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, the full statutory curriculum is in place and planning has been updated in line with recent national requirements. The National Literacy and Numeracy Strategies have been particularly well implemented.
Provision for pupils with special educational needs	Good, pupils are well supported.
Provision for pupils with English as an additional language	Not applicable
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for spiritual and cultural development, very good provision for social and moral development. Adults in the school provide very good role models.
How well the school cares for its pupils	Pupils are well cared for. Suitable procedures for child protection and health and safety are in place.

Staff know the pupils well and use this to provide very good pastoral and academic support. Pupils are also encouraged to think about their own welfare and safety and about that of others. Behaviour is particularly well managed. A broad, balanced and relevant curriculum is taught, mainly through topics at Key Stage 1 and as separate subjects at Key Stage 2.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management at the school are very good. The headteacher provides very strong, dynamic leadership and effective management systems are well established. The recently appointed deputy head already has a clear complementary role. Other staff with management roles play a significant part in the forward development of the school.
How well the governors fulfil their responsibilities	Governors are knowledgeable and supportive and fulfil their statutory responsibilities well.
The school's evaluation of its performance	Well thought out monitoring systems mean that evaluation is carried out very well at all levels.
The strategic use of resources	Very good, money is spent appropriately and resources are closely matched to the school's needs.

The headteacher has a clear vision for further school improvement. He also listens to the views of staff and pupils and responds accordingly through, for example, appropriate delegation. One example of the effectiveness of the management at the school is the way that all staff work very hard together to raise standards and provide interesting learning experiences for the pupils. The school applies the principles of best value very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The teaching is good and children make good progress.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school helps children to become responsible.</li> <li>• The children like school and they behave well.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Many would like more extra-curricular activities.</li> <li>• There is not enough information on progress.</li> <li>• The school does not set the right amount of homework.</li> <li>• The school does not work closely enough with parents.</li> </ul>

The inspection team agreed with the strengths mentioned by the parents. Some reports to parents are very detailed, some are less so. On the whole, however, information provided for parents is good and there is no evidence that the school does not work closely enough with parents. The provision of homework is appropriate and the children find it helpful. (Of the parents who wanted homework changed, some wanted more and some wanted less). The provision of extra-curricular activities at Key Stage 2 is broadly satisfactory – but there are none for Key Stage 1 children.

## **PART B: COMMENTARY**

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

**Standards are above average in English and mathematics and well above average in science as a result of the very good teaching in these subjects.**

1. In the 1999 National Tests of seven year olds, (SATs), results were above average in writing and well above average in reading and mathematics. In the tests of eleven year olds, results were above average in science and well above average in English and mathematics. Pupils did not perform as well in the Year 2000 tests except for science at the end of Key Stage 2 where results were even higher than those of the previous year. The findings of the inspection team are that current standards are above average at the end of both key stages in English and mathematics – and higher than this in some aspects of them – such as mental arithmetic and problem solving, and aspects of writing produced by higher attaining pupils. Standards in science – particularly in the knowledge aspects of the subject - continue to be well above average at Key Stage 2 and are above average at Key Stage 1. Pupils of all abilities achieve well. This is clear not only from lessons, but also from the fact that pupils enter the school with broadly average attainment, while attainment at the end of Key Stage 2 is above average. There are several reasons for the above average standards being achieved. One is the good quality planning at the school, which ensures that knowledge and skills are developed progressively as pupils proceed through it. The main reason, however, is the good subject knowledge of teachers and their particular skill in passing this on to the pupils through a wide range of strategies. Literacy and numeracy are delivered in sets to the older pupils and to discrete year groups in other parts of the school – even where there are mixed age classes. As a result, groups of pupils with different levels of attainment are well targeted in these subjects.
2. The inspection did not focus specifically on standards in reading, but evidence from test results and from some lessons indicates that standards in this aspect of English are above average overall, with a significant number of pupils achieving well above average standards by the time they leave the school. The school has analysed standards in writing and put a number of strategies in place to raise these further. Training days, for example, have been used to study writing. Pupils' progress is carefully tracked and targets are set. In addition to the well-implemented Literacy Hour, there are regular extended writing lessons. These tactics are already having a positive effect. By the time they reach Key Stage 2 many pupils can produce clear descriptive and imaginative writing with a good use of grammar and syntax. Pupils at the top end of the key stage use planning and re-drafting effectively to support the development of their writing, some of which is of a well above average standard. Throughout the school pupils are developing a clear, neat and legible style of handwriting. In one particularly successful English lesson seen during the inspection – a Year 2 Literacy Hour – the teacher's very good understanding of the process of teaching phonics enabled the pupils to acquire and re-enforce their basic skills. As a result of her enthusiasm and skilful questioning, pupils were highly motivated and successfully planned a well-structured story with characters and settings. In another at Year 6, detailed planning and crisp, exciting delivery of relevant material ensured that the pupils had a good understanding of aspects of 'A Midsummer Night's Dream' and a developing love for it. Standards in spelling are not as high as in other aspects of English – although still above the national average.
3. Mathematics is a subject where standards have improved significantly since the time of the last inspection. The reasons for this include the fact that the school implemented the National Numeracy Strategy a year early. Staff have been well trained and teaching has been effectively monitored. Planning is detailed and data analysis leads to individual target setting for pupils and a good match of work to their needs. Setting and single year group teaching have also contributed to rising standards. In a Year 2 lesson seen during the inspection, pupils were challenged to think about where a previous lesson had weaknesses. Most could interpret given data well and find patterns in numbers that enabled them to carry out arithmetical short cuts. In a very successful Year 6 lesson, pupils were inspired by the teacher and had a very good rate of learning. Most successfully used mental strategies for solving problems relating to fractions and

percentages. They could explain the strategies they used and had a well developed mathematical vocabulary. Pupils at both key stages have a very good level of scientific knowledge. Young Key Stage 1 pupils can describe different sources of light. By the end of this key stage, most pupils have a very good understanding of how to rectify mistakes in an electrical circuit. By the end of Key Stage 2 pupils are aware of the need for 'fair testing' in an investigation and recognise the need to only change one variable at a time. Although most science teaching is at least good, and lessons are made interesting for the pupils, one relative weakness is that investigative science is less well developed in the school than other, more knowledge based aspects of the subject. For example, although pupils do carry out scientific experiments, these are over directed by the teacher and, also, not carefully enough matched to the aptitudes of different groups of pupils in a class. The school is fully aware of this area for development and is currently putting into place strategies for strengthening it.

**The very good leadership and management means that what the school does is effectively monitored and improvements are continually made.**

4. Leadership and management at the school are both of a very high standard. The headteacher provides very strong, dynamic leadership. He has a clear vision for future developments based on his very good knowledge of where the school currently stands and where standards need to be raised yet further. At the same time he is reflective and analytical. He responds well to the views of teachers and pupils and delegates successfully. The recently appointed deputy head has a clear complementary role and is already well established in her position. Members of the senior management team, key stage co-ordinators and subject co-ordinators also play a key part in the forward development of the school. Co-ordinators of key subjects, for example, are responsible for planning and are given time out of class to monitor teaching and the standards being achieved. This is a significant improvement since the last inspection. All staff at the school work very hard together to raise standards and provide interesting learning experiences for the pupils. The governing body carries out its statutory requirements fully. The chair and other governors are supportive of the school and have a clear view of its strengths and areas that could be improved further. A good committee structure helps the governing body to carry out its duties efficiently, while individual governors – such as the nominated special needs governor – have observed some teaching and learning.
5. The school improvement plan is a substantial, detailed and costed document, which is used as a practical working tool. Monitoring of its progress and of other areas of the school's work is well developed at both school and governor levels. In the recent past, the quality of teaching, standards in writing and aspects of mathematics and information communication technology have all been monitored effectively and relevant changes subsequently put into place. A range of individual and school teaching targets has been produced and acted upon following classroom observations by the head and other senior teachers, and some staff training sessions. Local education authority advisers have supported the school in its monitoring procedures, examining, for example, gender issues with the head and supporting co-ordinators in their monitoring of subjects. Good use is made of several assessment strategies – including non-compulsory national tests – to compile a database of information, which supports both strategic planning, and the application of resources to the needs of individuals and groups of pupils.
6. Financial planning has full regard for the principles of best value with, for example, several firms being asked to quote for the provision of a new computer suite, and the effect on standards of buying in extra staff to enable all pupils to be taught literacy and numeracy within single age groups being evaluated in terms of value for money.

**The teaching is very good and contributes well to the above average standards being achieved.**

7. Teaching was good or better in 84 percent of lessons seen during the inspection and very good or excellent in 28 per cent. It was satisfactory in the remainder. There are many strengths in the teaching at the school. One of these is that in all lessons teachers share the learning objectives with the pupils. This means that the latter have a clear idea of what they are trying to achieve.

Pupils are listened to by teachers and their views are taken seriously. Planning is effective and delivery of material frequently inspires the pupils to want to learn and to achieve well. Teachers have a good knowledge and understanding of the aspects of the subject that they are imparting and, with enthusiasm, encourage the pupils to enjoy what they are learning – such as when Year 6 pupils explore aspects of ‘A Midsummer Night’s Dream’ or when Year 2 pupils are exposed to relevant technical language in a science lesson. Discipline is very positive and consistently successful. As a result, relationships at all levels are very good. Teachers use a good variety of methods to keep the interest of the pupils and to ensure that they are gaining new skills and knowledge. There is a good level of challenge to most lessons and questioning is used to good effect in making pupils think deeply about the issues they are studying. In a Year 3 literacy lesson, for example, questioning was particularly challenging and relevant and extended pupils’ comprehension of the text they were studying very well. Occasionally, work set is not closely enough matched to the attainment levels within a class and this detracts from the learning of some pupils. Literacy and numeracy are particularly well taught, but there were no significant weaknesses in any of the subjects seen during the inspection. One relative weakness of the teaching at the school is that pupils are sometimes over directed in an activity and do not have enough opportunity to have a say in the process of their own learning. An example of this is in investigative science when pupils do not have the chance to design their own experiment to solve a problem.

**The school makes very good provision for pupils’ moral and social development, and as a result, their attitudes are very positive, they are keen to learn and they work hard.**

8. The school provides for pupils’ moral development in a number of successful ways and they have a well-developed sense of right and wrong. All adults in the school provide very good role models and calmly and consistently apply the school’s behaviour policy. This is an integral element of the school’s overall very good ethos. Systems of rewards and sanctions include lunchtime supervisors’ awards, stars and certificates, merit assemblies and behaviour records. These are all understood and respected by the pupils. Relevant issues are discussed during personal, social and health education lessons, religious education lessons, during assemblies and at other appropriate times. As a result of this, pupils’ behaviour in class and around the school is very good. Pupils are friendly and co-operate well with one another. They respect each other’s views and are very polite. From their first days in the reception class, children are carefully shown how to share toys and to select activities and resources confidently. As they proceed through the key stages they have increasing opportunities to take on minor responsibilities in class and around the school. In Year 6 a number of pupils are selected as prefects who, for example, meet visitors to the school and help supervise younger children. The prefects appropriately meet with their key stage co-ordinator every four weeks to discuss any emerging issues. As a result of the safe and caring environment provided, pupils are keen to come to school and once there work hard in a happy atmosphere.

## WHAT COULD BE IMPROVED

### **The pupils do not have enough opportunities to take charge of their own learning.**

9. The last report identified as a key issue the fact that the school did not provide enough opportunities for pupils to take responsibility for their own learning or to develop independence through investigation and enquiry. Since then, the school has gone a long way towards rectifying this. Frequent opportunities are provided during, for example, literacy and numeracy lessons for pupils to work on their own without direct adult supervision and most react to these very well, proving themselves to be responsible and well motivated. Much investigative work now takes place in both mathematics and science and there are regular research opportunities in other subjects – such as history. However, most of these tasks are provided and directed by teachers and, in some lessons, pupils are not given enough opportunities to ask and answer their own questions as well as those posed by their teacher. An example of this is in some science lessons when there is scope for pupils to be more involved in designing their own experiments. Another is in an occasional literacy lesson where the teacher talks too much and the pupils become passive listeners rather than active participators. This issue, however, is a relatively minor weakness in what is otherwise very good quality teaching.

### **Although the school has improved information and communication technology provision and raised standards in the subject to the national expectation, standards are still not high enough for this school.**

10. Since the time of the last report, when standards and provision for information and communication technology were judged to be a weakness, the school has done much to improve its delivery of the subject. Planning has improved and the school has invested a considerable amount of money in resourcing the subject. Teachers have gained in confidence and as a result of the overall improved provision, standards are now at expected levels throughout the school. However, many of the improvements are relatively recent and have not yet fully impacted on standards – with the result that these are still relatively poorer than those being achieved in the other key subjects. Teaching was good in most of the lessons seen during the inspection and pupils learned well. At the end of Key Stage 1, pupils successfully use a computer program to develop their mapping skills. At Key Stage 2 they cut and paste text and change fonts successfully. Most pupils enjoy the subject and are keen to improve their skills. Some teachers still need further training in information and communication technology, and a formal system for assessing and recording pupils developing skills has yet to be implemented, which means that it is harder to match work set to the needs of different pupils. The school has plans to monitor teaching in the subject with the support of a local authority adviser and to implement assessment strategies in the near future.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In the context of the school's many strengths, the governors, headteacher and staff should carry out the following actions in order to raise standards and improve provision still further.

1. Develop strategies within lessons to encourage pupils to be more directly involved in planning the course of their own learning (paragraphs 7 and 9).
2. Continue to raise standards in information and communication technology by:
  - a) further raising staff confidence in the delivery of the subject;
  - b) implementing relevant strategies for assessing pupils' progress in gaining ICT skills (paragraph 10).

The school has already identified further improvements to its provision for information and communication technology as a developmental priority.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	20	56	16	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)		367
Number of full-time pupils eligible for free school meals		15

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		88

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	3.7
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	33	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	32	31	30
	Total	47	48	46
Percentage of pupils at NC level 2 or above	School	92 (87)	94 (91)	90 (84)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	16	18
	Girls	30	30	33
	Total	48	46	51
Percentage of pupils at NC level 2 or above	School	94 (91)	90 (82)	100(100)
	National	82	86	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
	1999	36	21	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	29	32
	Girls	21	21	21
	Total	50	50	53
Percentage of pupils at NC level 4 or above	School	88 (73)	88 (49)	93 (82)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	29	29
	Girls	21	20	20
	Total	43	49	49
Percentage of pupils at NC level 4 or above	School	75 (67)	86 (47)	86 (84)
	National	68	69	75

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



**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	2
Chinese	1
White	318
Any other minority ethnic group	0

*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)	15.1
Number of pupils per qualified teacher	29:1
Average class size	31.4

**Education support staff: YR – Y6**

Total number of education support staff	19
Total aggregate hours worked per week	164

**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
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	£
Total income	600045
Total expenditure	609970
Expenditure per pupil	1640
Balance brought forward from previous year	33459
Balance carried forward to next year	23534

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	377
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	39	2	0	0
My child is making good progress in school.	47	51	2	0	0
Behaviour in the school is good.	47	49	2	0	2
My child gets the right amount of work to do at home.	27	49	18	4	2
The teaching is good.	49	51	0	0	0
I am kept well informed about how my child is getting on.	25	51	20	4	0
I would feel comfortable about approaching the school with questions or a problem.	63	31	4	2	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	25	49	18	2	6
The school is well led and managed.	59	37	2	0	2
The school is helping my child become mature and responsible.	45	53	0	0	2
The school provides an interesting range of activities outside lessons.	12	27	25	8	28

### Other issues raised by parents

Most comments on the questionnaires and at the meeting were positive. There was praise for the dedication of the staff and for the attitudes and values promoted. The school was described as caring and responsive. There were some concerns about the approach to reading at Key Stage 1 and about a lack of 'hands on' experience in science.