

INSPECTION REPORT

Chorleywood Primary School

Chorleywood

LEA area: Hertfordshire

Unique reference number: 117093

Headteacher: Mr P Fincken

Reporting inspector: Ms Jenny Penfold
12443

Dates of inspection: 31st January – 2nd February 2000

Inspection number: 183058

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:	LEA maintained
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Stag Lane Chorleywood Hertfordshire
Postcode:	WD3 5HR
Telephone number:	01923 282095
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D Frankland
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chorleywood Primary is an average-sized school for pupils aged between three and 11. There are currently 206 full-time pupils on roll, 110 boys and 96 girls. Twenty-three pupils currently attend the nursery on a half-time basis. There are also pupils under the age of six in the reception class and some in Year 1. Pupils join the reception class at the beginning of the term in which they reach their fifth birthday. A very small number of pupils come from families of Indian or Pakistani heritage. No pupils are identified by the school as speaking English as an additional language. Most of the pupils come from the immediate area.

The pupils are drawn from a wide range of backgrounds, many from relatively advantaged homes. The school's baseline assessment results show that pupils' attainment on entry to the school, whilst covering a wide range, is above average overall. Three per cent of pupils are known to be eligible for free school meals which is below average. Seven per cent of pupils joined the school during the last school year and six per cent left. There are 34 pupils on the school's register of special educational needs, which is lower than the national average. One pupil has a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

Chorleywood Primary is a very effective school. It achieves high standards due to the very good quality of teaching and approach of pupils to their work. The commonly held set of high expectations of behaviour, attitudes and what pupils can achieve, evident throughout the school, are a further contributory factor. The school is very well led and managed.

What the school does well

- Pupils reach high standards in English, mathematics and science by the time they leave the school.
- The teaching is very good.
- The leadership and management promote an excellent ethos for learning through high expectations that are known and understood by all.
- Pupils work hard to improve, behave very well and are very interested in their learning.
- The strong links established with parents in the nursery continue as pupils move through the school and have a very positive impact upon all pupils' learning.

What could be improved

- The monitoring of teaching in order to find out how good learning is promoted and sustained in each class.

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 1996 and found to be a good school. It has made good improvement since the last inspection, continuing efforts to raise standards even further. The shortage of time allocated for teaching mathematics has been corrected; schemes of work for teaching subjects are in place and the systems for assessing and recording pupils' progress and attainment are now more consistent. Satisfactory progress has been made in giving coordinators time to evaluate the standards, teaching and learning in their subjects across the school although the monitoring of teaching is not systematic enough. Most importantly, pupils' attainment remains high and is consistently improving by

the age of 11.

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	A	A	A	A
mathematics	A	A	A	B
science	A	A	A	B

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

By the age of five, a high proportion of the children in the reception class achieve what is normally expected for their age. Inspection evidence shows that the standards of the present pupils in Year 2 are currently above average in English, mathematics and science. In the National Curriculum tests taken in 1999 by the previous Year 2 pupils, results were in line with those nationally in reading and writing, and below average in mathematics. Results at the higher Level 3 were above average in these subjects. The picture over the last four years in National Curriculum tests shows that standards have been well above average at this age.

The school's results at the age of 11 have been well above average for the last four years. Results at the higher 'Level 5' have also been well above average. A small number of pupils have achieved Level 6. The work that pupils were doing during the inspection confirmed that these high standards are being maintained and that the high standards achieved in music are also a strength. The targets set for improving pupils' attainment have been exceeded for the last two years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to succeed, very interested in what they do and work hard.
Behaviour, in and out of classrooms	Very good. Pupils are very polite, respectful of property and move around the school sensibly.
Personal development and relationships	Personal development is very strong. Relationships throughout the school and with parents are very good indeed.
Attendance	Attendance is very good and pupils enjoy coming to school. Lessons start promptly and no time is wasted.

The very good quality of the relationships throughout the school has a positive impact on pupils' attitudes, behaviour, attendance and attainment. The school's provision for moral and social development contributes particularly well to the overall personal development of all pupils. The many opportunities for older pupils to look after the younger ones help to

promote the caring attitudes that are evident throughout the school. Pupils behave extremely well in lessons and teachers rarely have to reprimand any pupils except a few of the oldest boys.

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.

All the teaching is satisfactory or better and half is very good or excellent. It ranges from good to excellent in nine out of ten lessons. Teaching is equally strong in all parts of the school. The quality of teaching in English and mathematics is very good. Literacy and numeracy skills are given a good emphasis. A significant strength of the teaching lies in the way that teachers ask questions which help pupils to understand, challenge them and encourage them to use what they already know to help them. Their planning of lessons is very effective and they have a good understanding of subjects such as English, mathematics and science. They are particularly careful to match the work that pupils do to their needs and support pupils with special educational needs well. They expect high standards of achievement and behaviour and instil very good work habits in the pupils. As a result, pupils meet challenges positively and with enjoyment and concentrate well on their work, making good progress as they move through the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The areas of learning for children under five are planned for very well indeed. All subjects of the National Curriculum are given due weight. There is a good range of extra-curricular activities for pupils from Year 2 onwards.
Provision for pupils with special educational needs	The needs of pupils with special educational needs are met very well within the classroom and when they are withdrawn from lessons for extra help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision overall. Provision for pupils' moral and social development is very good.
How well the school cares for its pupils	The teachers know pupils well, recognise their needs and respond well to them. There are satisfactory procedures for ensuring the pupils' welfare, health and safety while they are at school.

There are some excellent links with parents and the local community which enhance the pupils' learning, for example, the wonderful 'story boxes' made by parents and used for

literacy work. At times the playtime arrangements allow the pupils playing football to dominate both playgrounds with the result that those who wish to play quieter games have little space. The school offers its pupils many opportunities to participate in music making, for example in school productions, by learning to play instruments, and by joining the choir and orchestra both of which perform to a high standard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. All staff form a strong and effective team very well led by the headteacher. The excellent ethos created by all staff and governors helps the pupils to learn and develop very well. The coordinators lead their subjects well.
How well the governors fulfil their responsibilities	The governing body gives the school very clear direction and support. This has a particularly positive effect upon the school's caring attitudes and climate for learning.
The school's evaluation of its performance	Good in analysing the overall strengths and weaknesses of the school and in checking whether the school development plan is working effectively. Not as strong in coming to a view about the quality of teaching. Good in analysing the pupils' attainment and taking action to remedy shortcomings where needed.
The strategic use of resources	The school provides good value for money. The time, accommodation and resources available to the school are used efficiently. Recently made plans to spend funds raised by the Parents' Association mean that the money available to the school is now being used for the benefit of pupils.

The school applies the principles of best value effectively by checking that standards remain high enough. It makes sure that services are provided at the right price and that what is bought is in the best interests of the pupils. More could be done in the area of consulting parents and pupils so that everyone is clear about what the school community wants. The teachers are constantly striving to improve.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good teaching. • The approachability of the school. • The fact that their children enjoy coming to school. • The way that pupils are expected to work hard and to achieve their best. • The good behaviour. • The way the school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work that their children have to do at home. A small minority feel that too much of the homework given is to finish off what should have been completed in class.

Although the amount of homework required is consistent with guidelines, the parents do not know how much their children are expected to do in different classes or the nature of the work to be done. Many parents also raised a concern in their letters and at the meeting with the registered inspector that football dominates the playground. The inspectors feel that it would be appropriate for the school to review the arrangements for playtimes in order to address this issue. Despite these concerns, the inspectors confirm the positive views held by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils reach high standards in English, mathematics and science by the time they leave the school.

1. Attainment in English is the strongest. The teachers regard high levels of skill in literacy and numeracy as fundamental to the pupils' academic success. The high standards in speaking, reading, and writing contribute significantly to the pupils' learning across the curriculum. Pupils are encouraged to discuss and review their work rigorously in all areas of the curriculum. For example, in an art lesson in the reception class, pupils were asked to explain "how have you made the monster scary?" The carefully planned opportunity for discussion helped them to extend their spoken vocabulary as well as to reflect upon what they had done.
2. Pupils quickly learn to read, and by the age of seven, many have strategies for tackling unfamiliar words and show a good awareness of how to read aloud, expressively, in order to help give the audience a good understanding of the meaning of a book or story. They can read very confidently from a range of different sources including stories, poems and factual information, such as when finding out about famous people like Robert Louis Stevenson. Older pupils read a very wide variety of books for pleasure and gather information to extend their interests. The range of reading opportunities within literacy lessons promotes pupils' knowledge of different styles of writing such as ghost stories. Pupils in Year 6 can identify the particular characteristics of the writing likely to promote mystery and suspense such as the use of short sentences and 'weird characters'. In one lesson all the pupils showed that they were able to test these features in relation to the different books they have read.
3. Writing skills develop well across the school. Pupils quickly learn to appreciate the purpose of narrative and non narrative forms of writing and experiment with different grammatical structures such as '*suddenly a bear jumped out*' and in an older class, '*finally the day came when....*' and '*it was then that he found..*'. In a Year 3 class, pupils learned quickly to write instructions and to appreciate specific language which might help to make their writing clearer, using words such as '*spread*' rather than '*put*' butter on the bread. Pupils are encouraged to develop their interest by using word-books and dictionaries. As a result, older pupils have an enthusiasm for examining root words.
4. The school has implemented the National Numeracy Strategy well and this has a positive impact upon pupils' attainment and progress. Teachers have made many resources which the pupils enjoy using in lessons. In a lesson for Year 1 pupils the careful use of some of these resources helped them to learn how to add the cost of two items together mentally and then to say how much change they might receive from 20 pence. The pupils were able to work out quickly in their heads that the change could be made up in a variety of ways, for example, 8p could be four 2ps, or a 5p, a 2p and a 1p or two 2ps and four pennies. Pupils are very adept at using their knowledge from different areas of mathematics in order to help them solve problems. In a Year 5 lesson pupils drew very well upon what they knew about the equivalence of fractions. The highest attaining pupils in this class were able to work out how to order fractions such as $\frac{3}{2}$, $\frac{7}{4}$, $\frac{10}{8}$, $\frac{9}{4}$ and $\frac{9}{8}$ correctly on a number line with no markings. They explained with very good use of mathematical terminology

that they needed to turn improper fractions into mixed numbers before putting them in order.

5. High expectations are evident throughout the school and teachers continue to plan well for talk. In a science lesson in Year 4 where pupils were testing surfaces to find out the best surface to put at the bottom of a hill to slow up a car, pupils interpreted and evaluated their findings very well when asked by the teacher “what do your results mean?”. They showed an excellent ability to plan investigations and learned at a fast rate because the tasks planned by the teacher help to stretch them. They used mathematical ideas such as finding the mean average and the mode to help give their results more accuracy, unprompted by their teacher.

The teaching is very good

6. Half of the teaching is at least very good or better and just over one lesson in ten has excellent teaching. Teachers plan their lessons very thoroughly and are skilled at identifying exactly what they want the pupils to learn as a result of the activities they tackle. They make good provision for pupils with differing levels of attainment and the highest attaining are often challenged by the work that they do. Support staff and parents who help out are well briefed and provide high quality support. The teachers know their pupils well and are skilful at sensing when it is time to move on in order to keep the pupils’ attention. In a lesson for Year 3, some pupils were beginning to lose concentration. The teacher quickly and very effectively changed her approach by giving pupils individual coins to work with rather than expecting the class to watch her writing on the board. This had the desired impact and they were soon learning again at their previous good rate.
7. Teachers encourage all pupils to develop subject-specific terminology in areas such as mathematics, science and history and use their knowledge to give increasingly fluent explanations of their work. This begins in the nursery when children aged three and four learn to write different sorts of messages, for example on greetings cards, and ‘read’ them back using appropriate language. These young children transfer their spoken language well to new situations such as imaginative play as a result of the nursery team’s careful attention to language and literacy.
8. Teachers are skilled at judging how quickly the lessons should move on. Although many have a fast pace, there are times for reflection. Once questions are asked, time is given for pupils to consider their responses before they are expected to answer. The variety of pace in lessons has a positive impact upon the rate of progress at which the pupils learn because their interest is maintained so well.
9. The major strength of the teaching lies in all the teachers’ ability to use questioning to help move the pupils on well in their learning. An excellent variety of questions are used in lessons to challenge pupils, help them move on in their learning, to reflect and to find out what they know. For example, in a Year 2 science lesson the teacher helped a group to understand that putting their feet in a bowl of ice-cold water does not affect the temperature of their whole bodies in the same way by asking questions about the temperature of the rest of their bodies. In a similarly skilful way she encouraged the pupils to predict how their feet would feel when they were being immersed, eliciting such responses as “it will feel stingy”. Pupils in a Year 1 class were in the palm of their teacher’s hand throughout their mathematics lesson. They responded particularly well to the clues he gave them to help answer his questions, for example by saying: “what sort of question is that?” “Did you use

the same way as Matthew ... it works, doesn't it?" or "If anybody gives me the right answer they have to be able to tell me how they worked it out." The pupils were bursting with enthusiasm and groaned when not chosen to answer.

The leadership and management promote an excellent ethos for learning through high expectations that are known and understood by all.

10. Pupils feel comfortable, confident and happy at the school. As a result they are able to work hard almost all the time and this, combined with the very good teaching has a major impact upon the attitudes the pupils develop towards their learning and their achievements. The school's governors are adamant that all pupils should be welcomed into the school community, whatever their needs, and be given a good start. This strong lead is reflected at all levels throughout the school in its day-to-day life. Both staff and pupils support and care for each other very sensitively. Pupils are encouraged to develop their individual talents in music, whether playing an instrument or singing, in sport such as football, or in art as well as in English, mathematics and science. The school celebrates those achievements made outside school well in the weekly 'achievement assemblies'.
11. The headteacher, who had only been in post for less than a month before the inspection took place, and the deputy headteacher, who is also fairly new to the school, are already providing a strong direction for the school's work. Staff have improved their teaching of information technology and the headteacher has ensured that there are better resources for teaching mathematics. He knows how to delegate effectively to ensure that all staff continue to do a good job, and has a clear vision as to where he would like the school to be in five years' time and how this might be achieved. The senior management team is keen to retain the special strength of Chorleywood Primary School, which is its ethos.
12. The teaching staff form a strong team with high expectations of themselves and each other. They constantly question what they are doing and strive to improve.

Pupils work hard to improve, behave very well and are very interested in their learning.

13. The school has sustained the very good attitudes that pupils have to their work identified in the last inspection in 1996. Pupils' attitudes to learning continue to be a major strength of the school. This reflects the high expectations of teachers and parents. Pupils demonstrate an enthusiasm and an application to work in all classes. However some immature behaviour by a minority of boys in Year 6 means that these pupils do not always get on with their work quickly enough at times. Pupils overall remain keen and enthusiastic, persevere with their work, investigate and offer their own opinions. They are keen to come to school and highly motivated. As a result, attendance figures are very high and there is no unauthorised absence. Pupils like their teachers, the activities they do in lessons and the opportunities they have to take responsibility. Most behave in a mature and sensible manner. The parents feel that the school's code of conduct provides a strong foundation for helping the pupils to learn to care for one another and developing good work habits. All know what is expected of them and work hard to fulfil the expectations of the adults in the school.

14. Pupils work conscientiously on their own and are ready to help others. For example one group of pupils in Year 3, uncertain as to what was expected from a written piece of work kept guessing at what they should be doing without becoming distracted and idle. They form harmonious relationships with one another and staff. The various opportunities for the older pupils to help the pupils in Key Stage 1, such as providing the break-time drinks first thing in the morning are taken on with eagerness and thoughtfulness. Pupils show very good respect for each other's values and beliefs. For example in a lesson for Year 4 pupils where they were learning about the purpose of Lent in the Christian calendar, pupils understood that something they liked had to be given up. As each pupil gave their personal choice such as 'computer games' or 'burgers', sighs of disbelief were expressed by the others as they recognised the importance of the sacrifice involved.
15. The older pupils explain that the school is good "because of the teachers" and value the opportunities they give them to do interesting work. They take very good care of the younger children, helping them to change their shoes, eat their lunches, distributing milk and playing with them at playtime. Parents and pupils value this feature of the school's work very strongly because it helps them to become part of the school community quickly and to develop friendships with pupils of different ages.

The strong links established with parents in the nursery continue as pupils move through the school and make a very positive impact upon all pupils' learning.

16. Parents feel that they receive a warm welcome from the school and that staff are friendly and approachable. They also feel that the school has become more open to developing the ideas of parents since the last inspection. They are very satisfied with the education their pupils are given. They have raised large sums of money through fundraising activities.
17. Many parents help in lessons. This begins when the children join the nursery class where, for example, they help the children learn computer skills, and to cook. They value highly the opportunity to be involved in this stage of their children's education. The nursery teacher encourages parents to help by putting up a rota for parents to sign each week. She has developed some very strong links with parents who have made excellent use of their talents. For example parents, inspired by the nursery teacher's 'story bags' which contain toys and objects to help them retell stories, have made their own 'story boxes'. These contain books such as Goldilocks and the Three Bears or Dear Zoo, and high-quality models which the children can play with related to the stories. The children love working with them and they are an excellent resource which successive classes use well to help develop pupils' language and literacy skills.
18. From this very positive start, parents continue to be highly involved in their children's education as they move through the school, and their support has a significant impact upon attainment. For example a parent and a classroom assistant 'chaired' the discussion of higher attaining Year 2 pupils as they solemnly discussed different ways of keeping warm in a science lesson. Both were very well briefed by the teacher and knew what language to develop with the pupils. Parents are informed about the work that classes will be doing each term, and one has made models such as a mummy and Egyptian 'sarcophagi' from clay which encourage the pupils to attempt their own. In one case a parent's artefacts made to support an Egyptian history topic inspired a group of pupils to make their own clay Egyptian counting

game of high quality. Pupils in Year 5 enjoy looking at a Victorian 'Toy Chest' with small models of old toys and a book that explains how to use them. They take very good care of such exhibits and appreciate the efforts made for them. This is one more example of how well the school works as a community.

WHAT COULD BE IMPROVED

The monitoring of teaching to find out how good learning is sustained and improved in each class.

19. Since the last inspection the school has improved its monitoring of standards. The governors have set aside funding to allow subject coordinators to evaluate the provision in their subjects but this has not yet been implemented. The school's development plan has targeted some resources to ensure that this happens and teachers have made a sound start in beginning the process of looking at pieces of pupils' work together to ensure that standards are being maintained. A detailed analysis of attainment was carried out to establish why standards dipped at the age of seven last year. As a result of this analysis the school has taken appropriate action to ensure that the pupils in this year group, many of whom are 'summer-born' are being helped to achieve their very best.
20. Individual pupil's progress is monitored satisfactorily as they move through the school. What is missing is a systematic evaluation of the quality of teaching so that effective action can be taken to ensure that it remains very good and even improves. Although the teachers share strengths, for example in the rigour of their planning, their subject knowledge, teamwork and high level of questioning skills, others are specific to individual teachers and not yet known to the senior management due to the lack of monitoring to date. The headteacher plans to improve matters in the new financial year and is right to identify this as a priority so that the school knows and uses the strengths of all its teachers to continue to raise attainment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The governors and staff should continue the good improvement made since the last inspection by improving the regularity of the monitoring of teaching to find out how good learning is promoted and sustained in each class. (paragraphs 19-20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	39	39	11	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 – Y^
Number of pupils on the school's roll (FTE for part-time pupils)	15	191
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	34

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	15
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence	%
School data	3.5
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	14	13	13
	Total	23	22	24
Percentage of pupils at NC level 2 or above	School	79 (97)	76 (97)	83 (97)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	9
	Girls	14	14	14
	Total	23	24	23
Percentage of pupils at NC level 2 or above	School	79 (98)	83 (97)	79 (97)
	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	14	15	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	13
	Girls	14	11	13
	Total	27	23	26
Percentage of pupils at NC level 4 or above	School	93 (85)	79 (86)	90 (93)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	14	11	13
	Total	25	23	25
Percentage of pupils at NC level 4 or above	School	86 (85)	79 (89)	86 (92)
	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	
Black – African heritage	
Black – other	
Indian	1
Pakistani	2
Bangladeshi	
Chinese	
White	173
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.4
Number of pupils per qualified teacher	25.8
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	49

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	16

Number of pupils per FTE adult	8.7
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	369555
Total expenditure	377490
Expenditure per pupil	1724
Balance brought forward from previous year	21998
Balance carried forward to next year	14060

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	28	9	1	0
My child is making good progress in school.	35	56	4	1	2
Behaviour in the school is good.	38	59	2	0	0
My child gets the right amount of work to do at home.	22	42	20	7	9
The teaching is good.	50	50	0	0	1
I am kept well informed about how my child is getting on.	31	55	11	2	1
I would feel comfortable about approaching the school with questions or a problem.	52	44	2	1	1
The school expects my child to work hard and achieve his or her best.	43	50	2	0	3
The school works closely with parents.	31	60	7	1	1
The school is well led and managed.	33	51	4	0	11
The school is helping my child become mature and responsible.	41	53	2	0	3
The school provides an interesting range of activities outside lessons.	40	52	5	0	2

Other issues raised by parents

Many parents attending the parents' meeting with the registered inspector before the inspection were unhappy about the fact that the rota intended to ensure that football does not take over the playground had rarely been implemented. They felt uninformed about the teaching of literacy and numeracy and found that they got short notice of some school events. Most felt that the amount of homework given depended upon the teacher and would like to know what the school's policy was. There was general agreement that the school has a cohesive atmosphere. Parents at the meeting were strong in their praise of the way that the older pupils take care of the younger ones. The letters received from parents expressed their happiness with the school. A very small number of parents expressed concern that the very brightest pupils are not challenged enough. An equally small number were worried that a large amount of money raised by the Parents'

Association was not being used for the benefit of the pupils.