

The NASS Charter

NASS promotes the work of smaller schools, those around 100 or fewer primary or around 400 or fewer secondary pupils.

NASS believes that smallness of scale has worth.

NASS believes smaller schools offer ideal conditions for young children's learning. Close relationships between teachers and parents- the two influences most identified as crucial to long-term outcomes- bring shared values, effort and ambition. Children know everyone and are known by everyone and this creates identity and purpose. They feel safe and secure and believe that effort is worthwhile and achievement possible. They work hard, stay well on task and are happy to take responsibility for their work. Small schools are caring places. Children behave well and have good attitudes to school, to learning and to each other. Loyal, committed teachers work as a team, supported by parents and local people. The direct involvement headteachers helps monitor standards.

*Tired, old suggestions that small schools cannot do the job
are now being thoroughly refuted in ways the public well understands
In national tests and inspections
Small schools do as well as and often better than the rest.*

Shallow arguments proposing closure citing expensive unit costs are now overtaken by escalating costs of alternatives based on transport. These are now often higher than keeping the building open and maintained. Small schools arguably repay their costs long-term through achieving more enduring performance and so generating better jobs and higher tax revenues. In the process they significantly help reduce the invariably expensive costs of educational failure. Research also shows as school become larger the gap between rich and poor widens.

NASS believes that small schools are essential to the future well-being of society, ideally placed to serve as significant enterprises in their communities. Both the education of the children and the life of the community are enriched.

NASS believes
*small schools represent a valuable stake in community provision,
one of the most wholesome and effective models of education available,
a welcome antidote to the more distressing lives and prospects facing many children
and a model needed in town and country alike.*