

INSPECTION REPORT

MONTBELLE PRIMARY SCHOOL

New Eltham, London

LEA area: Greenwich

Unique reference number: 100149

Headteacher: Mrs J Marshall

Reporting inspector: Mrs S Halley
8203

Dates of inspection: 12 - 13 March 2001

Inspection number: 187513

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Montbelle Road New Eltham
Postcode:	SE9 3NY
Telephone number:	0208 8573909
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Steve Offord
Date of previous inspection:	11 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Montbelle Primary School is situated in a residential area on the border of Greenwich and Bromley in the south east of London. There are 275 pupils on roll, 143 boys and 132 girls, between the ages of four and eleven. This is bigger than most other primary schools. There are no children from refugee or travelling families. A small number of pupils come from ethnic minority backgrounds. There are 22 children who come from families where English is an additional language, and 12 of these are at an early stage of acquiring the language. This is a higher proportion than in most schools. At the time of the inspection there were 21 children under five in the foundation stage. The school's register of special educational needs numbers 36, a proportion which is below the national average. There are five children with Statements of Special Educational Needs, a proportion which is broadly in line with the national average. The needs covered are moderate learning and speech and communication difficulties. Children enter the school with a broad range of abilities, but their attainment on entry is usually below the borough average.

HOW GOOD THE SCHOOL IS

Taking into account the high standards attained by pupils at the ages of seven and eleven, the overall good quality of teaching, and the good leadership and management, the school is ever more effective and continues to provide good value for money.

What the school does well

- The good quality of teaching, which leads to high standards at the ages of seven and eleven in English, mathematics and science
- Pupils' very good attitudes and behaviour, which contribute to their good learning
- The very good personal, including spiritual, moral, social and cultural development, of pupils
- The good leadership and management of the headteacher, key staff and the governing body
- The good provision for pupils with special educational needs

What could be improved

- The balance of the curriculum
- Standards in information and communication technology at Key Stage 2
- Opportunities for independent learning, especially investigative activities in science, at the end of Key Stage 2
- Provision, including resources, for outdoor activities in the foundation stage

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 1996 when areas identified for development were thoroughly addressed in the post-inspection action plan. All subject policies have been updated so that they meet statutory requirements and take account of what has gone before and what is to follow. There is a systematic routine of lesson observation by the headteacher and senior staff to ensure that the good quality of teaching and learning is maintained. Standards in information and communication technology and design and technology are improving throughout the school. The governing body now fully meets its responsibilities in respect of monitoring and evaluation of provision, including a policy for monitoring behaviour. Overall, there has been good improvement since the previous inspection.

STANDARDS

The table shows the standards achieved by eleven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	B	A	A
Mathematics	A	B	B	B
Science	A	B	A	A

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

Standards attained by pupils at the age of eleven in the 2000 national assessment tests were well above the national average in English and science, and above the national average in mathematics. The trend in improvement over time is below the national average but, with such consistently high results, it is difficult to improve except marginally. In comparison with similar schools, English and science are well above the average, and mathematics above. The school met its very challenging targets in English and mathematics, especially at the higher levels. In the work seen, pupils generally achieved standards that were in line with the national expectation in English, mathematics and science at the end of Key Stage 1. At the end of Key Stage 2, pupils generally achieved standards that were above the national expectation in mathematics, and in line with it in English and science. Pupils with special educational needs achieve well, according to the targets in their Individual Education Plans. Those with prior higher attainment are sufficiently challenged to achieve their best.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils expect to work hard, and tackle their lessons with enthusiasm.
Behaviour, in and out of classrooms	Very good. Pupils conduct themselves very well in the classrooms and around the school.
Personal development and relationships	Good, overall. The quality of relationships is very good because pupils follow the good example set by teachers and other adults in the school. There is scope for further opportunities for independent learning.
Attendance	Good. Pupils are punctual, and lessons begin and end on time.

Pupils settle well to work and persevere, even when they find the tasks demanding. Their very good behaviour makes a significant contribution to the quality of their learning. Pupils make constructive relationships, respecting and valuing the views of others. However, they do not have sufficient scope to show initiative in their own learning, especially in science at the end of Key Stage 2.

TEACHING AND LEARNING

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

The quality of teaching in English and mathematics is good, overall. A particular strength in the teaching is the effective questioning by teachers, which challenges pupils to think and extends their learning. Teachers base their lessons on the national frameworks for literacy and numeracy, which have been adapted appropriately to meet the particular needs of pupils in this school. Pupils are encouraged to use their good literacy skills in all subjects of the curriculum. They also make effective use of their mathematical knowledge and understanding in subjects such as science, geography and design and technology. In the lessons seen, teaching was very good in 22.5 per cent, good in 55.5 per cent, and in the remaining 22 per cent satisfactory. No unsatisfactory teaching was seen. Teachers ensure that the work set in English and mathematics takes into account the varying needs of all pupils, including those with special educational needs and the more able. This should be extended to science and non-core subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad curriculum, enhanced by a rich programme of extra-curricular visits and activities, including after-school clubs.
Provision for pupils with special educational needs	Good. Their needs are identified early and good support is given, both in and out of the classroom. The needs of the more able are well addressed.
Provision for pupils with English as an additional language	Good. Pupils are supported by specialist teachers who extend their knowledge and understanding of the language and help them to improve their skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' spiritual needs are very well addressed in assemblies and religious education lessons, and teachers are quick to seize opportunities for spiritual development when they arise naturally. Moral and social development is very good. Provision for cultural development, including the study of other cultures represented in Britain, is very good.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good.

Although the curriculum is broad and enhanced in a variety of ways, it is not balanced, in that too much time is given to English and mathematics at the expense of science, information and communication technology, and some non-core subjects. Arrangements for pupils' welfare are good, and assessment data obtained from regular testing ensure that teachers are well-informed to plan work that is suited to the needs of individual pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, ably supported by her hard-working staff, provides good leadership and management.
How well the governors fulfil their responsibilities	Very well. Governors are closely involved in the life of the school and meet nearly all their statutory responsibilities.
The school's evaluation of its performance	Good. The headteacher and governing body correctly identify the school's strengths and weaknesses, and set appropriate priorities for improvement.
The strategic use of resources	Good. The governors make good use of all available resources.

The headteacher provides enthusiastic leadership and management and has built an effective team of senior staff who share her commitment to improving standards of provision. The governors make prudent financial decisions and apply the principles of best value carefully when making large purchases or hiring expensive services.

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 • Behaviour is good • The teaching is good • The school is well led and managed • The school is helping children to become mature and responsible 	<ul style="list-style-type: none"> • Information about their children's progress • Closer partnership with parents • More interesting activities outside lessons

Inspectors agree with parents' positive views. The inspection team find that parents are given appropriate information about their children's progress. The school has identified the lack of active encouragement for parents to become more closely involved in the school, and is in the process of addressing this issue. The school provides a satisfactory range of appropriate after-school activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good quality of teaching which leads to high standards at the ages of seven and eleven in English, mathematics and science

1. The generally good teaching across the school ensures that pupils' attainment at the age of eleven is well above average, compared with schools nationally in English and science, and above the national average in mathematics. The proportion of pupils attaining the higher levels in all three subjects is also above the national average. Pupils exceed the challenging targets set for them in all three subjects. In comparison with similar schools, results are also well above the average in English and science, and above in mathematics. At the age of seven, pupils' results were well above the national average in reading and writing and above in mathematics. The proportion achieving higher levels was above the national average in all three subjects. In the lessons seen during the inspection, pupils generally achieved standards which were in line with the national expectation in English, mathematics and science at the end of Key Stage 1. At the end of Key Stage 2, pupils generally achieved standards which were above the national expectation in mathematics, and in line with it in English and science. Pupils are well on the way to exceeding national averages again in 2001.
2. At the end of both key stages, standards of speaking and listening are above the national average because teachers provide many opportunities for pupils to engage in discussion; for example, in the numeracy hour when pupils talk about the variety of methods of working to arrive at the correct conclusions. All pupils demonstrate their good listening skills in the answers they give to questions and in their thoughtful contributions to discussions. In many lessons, teachers encourage pupils to discuss problems in groups, fostering social interaction and respect for each other's views. At Key Stage 1, the standard of reading is broadly in line with the national average with some instances of above average achievement. Pupils are well motivated by their teachers so that a love of books and reading is developing well. Standards in reading in Key Stage 2 are above the national average, with pupils experiencing a broad range and variety of texts, including classic literature such as Shakespeare's *A Midsummer Night's Dream*, *Romeo and Juliet*, and the myths and legends of various cultures around the world. Standards in writing are in line with the national expectation. Across both key stages, pupils achieve well in developing their writing skills from simple to complex sentences, and the understanding and demonstration of skills in the structure of stories in a variety of genres, including fantasy. Teachers encourage pupils to use their imagination in their creative writing, including poetry; for example, one child wrote about 'rain.....like the tapping of a dancer's shoes' and another, 'Spring tastes like golden pancakes.' Teachers plan opportunities for reflective writing in religious education when pupils write their own prayers. Standards of handwriting and presentation are very good, with most pupils writing a fluent, joined-up hand. Most work is correctly spelt and punctuated and grammatical conventions are well observed. These good practices are evident throughout the school, from the foundation stage for children under five and in the infant classes.
3. Pupils use their literacy skills effectively in other subjects of the curriculum, particularly in the good development of vocabulary associated with specific work in physical education, science, history and geography. They use their deductive skills well in history when conducting their personal research on topics like Ancient Egypt.
4. Teachers maintain a good pace in lessons and their good relationships with their pupils ensure that there is no waste of time. When pupils with special educational needs return to the class after receiving extra literacy support, teachers ensure that they are given the necessary information to tackle the work set in their absence.
5. Midway through Years 2 and 6, standards in mathematics are broadly in line with the national expectation, and pupils are well on the way to exceeding it by the end of the year. Examination of

past work shows that pupils achieve very well over time. Teachers plan carefully and set work that is appropriately challenging for pupils. Occasionally, at the end of Key Stage 2, pupils of the highest ability lack sufficient opportunities to extend or add to a task through independent work. Pupils in both key stages make mental calculations quickly and accurately and use all four operations in number correctly. In Key Stage 2, they have a clear understanding of shape and symmetry gained during their mathematical investigations. They make appropriate use of calculators to check their answers. Pupils make good use of their numeracy skills across the curriculum, for example, presenting scientific findings in tables, charts and graphs, or using measuring tools in design and technology. In history, they make effective use of time-lines to develop their sense of chronology and they make appropriate use of numeracy in geography; for example, in tallying in surveys to construct graphs. Teachers make very good curricular links, for example, in the excellent topic books produced by pupils each term, when they combine studies in geography, history, literature and design and technology. Teachers' expectations, both academic and behavioural, are very high and this results in exemplary behaviour and very good response to teaching, enabling pupils to achieve well. Pupils with special educational needs achieve well because of the good care taken in the formulation of their Individual Education Plans and the very good support they receive.

6. In the lessons seen, standards in science were in line with the national expectation midway through Years 2 and 6, and pupils are well on course to exceed the national expectation in the next national assessments. Teachers question very well, adapting vocabulary and content to the differing needs of pupils, to enable them all to tackle the same demanding tasks. In a lesson on electricity at Key Stage 1, the teacher gave a very clear demonstration, explaining carefully as she went along, so that pupils of all abilities successfully completed an electrical circuit, knowing that all the components had to be connected. Another good demonstration took place towards the end of Key Stage 2, when the teacher used vinegar and bicarbonate to enable pupils to see very clearly, reversible and irreversible changes in substances. She made her expectations very clear about what she expected pupils to do and, as a result, they worked more quickly. Pupils use the appropriate language to describe what they see, what they do and what they understand.
7. Teachers' very good use of display celebrates pupils' achievements, is very attractive and informative and is well-developed as a learning resource to take knowledge and understanding forward.

Pupils' very good attitudes and behaviour which contributes to their good learning

8. Pupils' attitudes to the school and their behaviour are very good. In none of the lessons observed was there anything less than good in this respect. Pupils relate very well to one another and follow the good examples of tolerance and respect for others set by their teachers and other adults in the school. Teachers implement the school's behaviour policy consistently and reinforce their behavioural expectations in their well-established classroom routines. Assemblies are used very well to help pupils understand and accept social responsibility. Almost all pupils are interested in their work, keen to get on with their tasks and to improve their performance. No incidents of bullying or rough behaviour on the playground were observed and this very good behaviour was maintained at lunch in the dining-hall, making a pleasant social occasion. Pupils from an early age develop a sense of right and wrong, and what is acceptable or unacceptable behaviour.

The very good provision for pupils' personal, including spiritual, moral, social and cultural development

9. The school provides a wealth of opportunities for developing the aesthetic and creative dimension of pupils' education, thus improving the contribution to spiritual development. Assemblies make a very significant contribution and, as well as promoting awareness of social and moral issues and a good knowledge of a variety of religions, they are enjoyable occasions. The whole-school assembly observed during the inspection focused on the feast day of St Patrick and culminated in a short demonstration of Irish dancing by one of the pupils, much to the delight of the rest of the school. Religious education lessons also make a good contribution to spiritual and cultural

development, encouraging pupils to reflect on what they have learned about themselves and about the beliefs and practices of others. In other lessons, teachers seize the opportunity for further spiritual development whenever it arises, for example, in a literacy hour, when pupils were asked to reflect on the consequences for the country of the outbreak of foot and mouth disease. Pupils commented how sad it was and how close to home (Kent), as a result of a pupil mentioning it in the answer to a question. In the reception class, the teacher stopped work to direct pupils' attention to a rainbow. Pupils make and observe the rules, and parents at the pre-inspection meeting commented that 'the children don't like rule-breakers.' Pupils appreciate the house point system and compete good-naturedly with one another to gain the most points per week. Good use is made of residential visits to support pupils' social development, beginning in Year 4 with pupils' first experience of staying away from home. Social awareness is also raised when pupils gather funds for charities at home and abroad. They take great care of the school environment and handle resources with appropriate respect. The school offers a wealth of opportunities for pupils to know, understand and value the feelings, beliefs and customs of the rich diversity of cultures represented in Britain. The whole school works together to study a particular aspect of the achievement of non-white and non-European poets, artists, and prominent citizens, for instance, Mary Seacole and Nelson Mandela. The school arranges many visits to museums and other places of interest, and also welcomes a range of visitors to speak in assemblies, or work with pupils in art, music, theatre and dance. This area of provision, which is a great strength of the school, is sometimes neglected in schools with high academic achievement.

The good leadership and management of the headteacher, key staff and the governing body

10. The headteacher, her deputy head and senior staff have very clear idea of where the school is heading and how their hopes for the future can be achieved. Their leadership and management are very good. Their policies for special educational needs and for pupils with English as an additional language ensure social inclusion and good integration for all. The school's rigorous approach to monitoring and evaluating the quality of its provision means that the headteacher, staff and governors are clear about what is going well and also about what action is needed to bring improvement where things are not as good. The governing body meet statutory requirements and use the resources available to them very well. The current uncertainty about reorganisation proposals has made them cautious about spending and they have wisely built up a contingency fund for future use. Policies and practices in appraisal and performance management have resulted in well-considered professional development so that staff keep up to date with their subject knowledge and classroom assistants are properly trained. All staff and governors have a shared commitment to improvement and the capacity to succeed. Governors make prudent financial decisions and apply the principles of best value to their purchases or hiring agreements.

The good provision for pupils with special educational needs

11. Although most pupils enter the school with attainment that is broadly average, there are some whose attainment is below average and these receive good extra support. They have full and equal access to the curriculum because the work set is modified to suit their needs, and they receive extra help. Class teachers keep very good and detailed records of pupils' attainment, which are used to help inform the review of well-written Individual Education Plans. The needs of more able pupils are also recognised and identified by the school and they, too, receive sufficient challenge and good support.
12. The policy is clearly written so that parents can understand it, with clear statements on inclusion and the arrangements for special educational needs. It gives a good overview of the stages of the national Code of Practice. Pupils are integrated happily and confidently into the school's environment and the greatest care is taken to ensure systematic progress by meeting pupils' needs. In-service training for teachers and teaching assistants is provided appropriately and the co-ordinator has provided suitable development plans based on identified priorities.
13. Teachers make good provision for pupils with special educational needs, using their Individual Education Plans profitably to ensure that they meet their targets. Good resources are provided

and used effectively under the guidance of the co-ordinator. Withdrawal is appropriate for specific teaching; for example, extra support in developing literacy skills. Pupils with special educational needs consistently achieve well in relation to their prior attainment, because provision is good. Their needs are well known to the teachers and support assistants and tasks are adapted well to meet their individual needs. The co-ordinator has regular contact with all teaching and non-teaching staff, and is effective in keeping them up to date on current issues. She provides a good consultative role for teachers and learning assistants. Parents are fully involved in annual reviews of Individual Education Plans and are kept well-informed. Individual Education Plans are detailed, relevant and manageable. They are used well by classroom teachers to plan work that includes pupils in mainstream activities. The requirements of Statements of Special Educational Need are met in full and the school adds further special needs assistant support.

WHAT COULD BE IMPROVED

The balance of the curriculum

14. Although the curriculum offered by the school is broad, there is an imbalance in the over-emphasis on English and mathematics at the expense of other subjects. Literacy and numeracy sessions are overlong, particularly at Key Stage 1, and this would seem to be hardly necessary, in view of the high standards consistently achieved by pupils. Much time is also given to physical education, which has a higher allocation than science, and the school has opted for a reduced curriculum in design and technology which restricts pupils' opportunities to improve their standards in this subject. Insufficient time is given to the teaching of information and communications technology. There is a need to restore the balance of the curriculum in line with the new requirements of Curriculum 2000.

Standards in information and communication technology at Key Stage 2

15. Pupils develop some skills in the use of information and communication technology and these are broadly in line with the national expectation at the end of Key Stage 1. However, since the necessary resources have only recently become available, pupils in Key Stage 2 have not yet had the opportunity to lay the foundations for more advanced work and so, currently, their knowledge, understanding and skills have not been sufficiently deepened and extended and standards are below the national expectation at the age of eleven. There is a need for more planned opportunities for the integral use of computers in all lessons.

Opportunities for independent learning at the end of Key Stage 2

16. Pupils achieve well and attain high standards at the end of Key Stage 2, but the work set for them is too often over-directed by teachers. In science, in particular, pupils do not have sufficient opportunity to pose their own questions, and devise and conduct their own investigations. On occasions, this has a detrimental effect on their standards of attainment, and prevents some from achieving the higher levels. Building upon the work done in earlier years, by the age of eleven, pupils at Montbelle are confident, mature young people who are well able to take on these responsibilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain and further raise standards, the headteacher, senior staff and the governing body should:

- (1) Take account of the high levels of attainment in English and mathematics and restore the balance of the curriculum to provide a larger proportion of time for the teaching of science, information and communication technology, design and technology, and some non-core subjects. *(Paragraph 14)*
- (2) Raise standards in information and communication technology at Key Stage 2, by ensuring that the use of computers is an integral part of all lessons.* *(Paragraph 15)*
- (3) Provide more opportunities for independent learning at the end of Key Stage 2, particularly in science investigations. *(Paragraph 16)*

* This issue has already been identified by the school and is prioritised in the current improvement plan.

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	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	22.5	55.5	22	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)		254
Number of full-time pupils eligible for free school meals		27

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		36

English as an additional language	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.2

Unauthorised absence	%
School data	0.2
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
	2000	23	17	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	15	15	16
	Total	36	35	37
Percentage of pupils at NC level 2 or above	School	90 (93)	88 (93)	93 (98)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	16	16	14
	Total	36	37	36
Percentage of pupils at NC level 2 or above	School	90 (90)	93 (98)	90 (93)
	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	20	20	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	17	19
	Girls	17	16	18
	Total	36	33	37
Percentage of pupils at NC level 4 or above	School	90 (83)	83 (75)	93 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	18
	Girls	16	14	17
	Total	33	31	35
Percentage of pupils at NC level 4 or above	School	83 (78)	78 (77)	88 (95)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	4
Black – other	3
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	241
Any other minority ethnic group	22

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	21.2
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	190

Financial information

Financial year	2000
	£
Total income	636641
Total expenditure	630136
Expenditure per pupil	2291
Balance brought forward from previous year	46126
Balance carried forward to next year	52631

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	254
Number of questionnaires returned	162

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	1	1	0
My child is making good progress in school.	52	41	4	0	3
Behaviour in the school is good.	59	39	1	0	1
My child gets the right amount of work to do at home.	35	48	12	2	3
The teaching is good.	57	40	1	0	2
I am kept well-informed about how my child is getting on.	23	57	14	4	2
I would feel comfortable about approaching the school with questions or a problem.	53	41	4	1	1
The school expects my child to work hard and achieve his or her best.	63	33	2	0	2
The school works closely with parents.	27	52	16	3	2
The school is well led and managed.	47	49	1	1	2
The school is helping my child become mature and responsible.	53	43	1	1	2
The school provides an interesting range of activities outside lessons.	29	45	16	2	8