

INSPECTION REPORT

BRENZETT C of E PRIMARY SCHOOL

Brenzett

LEA area: Kent

Unique reference number: 118703

Headteacher: Mr Anthony Clarke

Reporting inspector: R Peter J McGregor
3525

Dates of inspection: 10-11 July 2000

Inspection number: 188558

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 -11
Gender of pupils:	Mixed
School address:	Brenzett Romney Marsh Kent
Postcode:	TN29 9UA
Telephone number:	01797 344335
Fax number:	01797 344738
Appropriate authority:	The governing body
Name of chair of governors:	Mr Christopher Pike
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr R Peter J McGregor	Registered inspector
Mrs Elizabeth Dickson	Lay inspector
Mrs Jo Harris	Team inspector

The inspection contractor was:

Qualitas Education Consultants Ltd
Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey
RH8 ORE

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brenzett Primary School is a Controlled Church of England primary school with 139 pupils on roll. It is smaller than the average primary school. Boys outnumber girls, but with more girls than boys in some year groups. All pupils speak English as their first language and no pupils are from ethnic minority backgrounds. Pupils come from Brenzett village and the surrounding farming area, and are from a wide range of backgrounds. The pupils' attainment on entry varies considerably from year to year; overall it is broadly average. Some pupils are very high attainers. The proportion of pupils with special educational needs at 33% - the national average is 21% - is above average however, and this proportion varies greatly from year to year. In the current Year 6, about half the pupils are on the register of special educational needs. Most of these needs relate to learning difficulties; a very small number have emotional and behavioural problems.

HOW GOOD THE SCHOOL IS

Brenzett is a good primary school where eleven year olds achieve highly in English and mathematics, but pupils do less well up to the age of seven and in science. Teaching is effective but varies greatly between classes. The very good teaching leads to the high standards the pupils achieve. The headteacher had been at the school under two terms at the time of the inspection but is highly respected by parents. They find him approachable. He is running the school in a manner they want for their children. The school provides good value for money.

What the school does well

- Pupils achieved high standards in the 1999 national tests in English and mathematics at age 11 and in reading at age 7.
- Pupils benefit from some very good, firm teaching, particularly of the 7 to 11 year olds.
- Staff provide a caring and supportive Christian environment which leads to very good personal development for the pupils.
- Aspects of leadership by the headteacher are very good: he leads by example, listens and speaks very effectively to staff, parents and people in the community, and carefully monitors what is taking place, making improvements.

What could be improved

- Some teaching was unsatisfactory when pupils were not controlled well enough and expectations were too low.
- Curriculum planning and management of subjects is not effective enough, particularly from Reception to Year 2 and in science and information technology. Insufficient attention is given to the detailed requirements of the National Curriculum.
- The outdoor learning environment for Under Fives is unsatisfactory.

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 June 1996, when pupils' standards, teaching, the curriculum and school management were all judged to be good. A good school environment helped pupils to learn. The current situation is broadly similar, but with greater extremes than four years ago. Since then the school has grown in size and had two new headteachers. Standards in some subjects are higher, but lower in others. A much higher proportion of teaching is very good; some is now unsatisfactory. Great strengths in the curriculum today in

English, particularly reading, are balanced by a need for better planning for the first three years and in science and information technology. Aspects of management are very good and there is potential for standards in the school to improve further, particularly as the school ethos is very good and better than described four years ago.

In the past six months substantial progress has been made on most of the key issues identified in the last report and overall progress is sound. The school had not provided swimming lessons until January of the current year, but pupils are now taught in a local swimming pool. A child protection policy has been agreed and staff have had in-service training on interpreting this important document. Staff appraisal has been in abeyance but new procedures are planned for the coming year. Pupils are provided with more opportunities to use information and communications (ICT) technology than was reported four years ago, but still not enough in some classes. Basic numeracy skills have improved and, by the age of eleven, pupils use numbers confidently and accurately.

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	B	A	A*
mathematics	B	E	A	A
science	B	E	E	E

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E
Very low	E*

In this report, the term 'attainment' refers to some clear benchmark, such as National Curriculum levels, or descriptions, at age seven or eleven. 'Above average' attainment, for example, means that a higher proportion of pupils at a particular age are succeeding at or beyond the level set than in the majority of schools. 'Achievement' on the other hand, reflects the accomplishments of pupils in relation to what you would expect of these particular pupils. The pupils' 'prior attainment', what they can already do, is the reference point for pupils' achievement.

Pupils' attainment in English at age 11 in the national tests of 1999 compared with similar schools - those with about the same proportion of pupils entitled to free school meals - was very high. The results were in the top 5% nationally. Compared with all schools, English results were well above average. Mathematics results in these tests were nearly as good. Results in science were much lower, particularly at the more difficult level 5, the level these same pupils excelled at in English and mathematics. The overall trend in test results over the past four years is improvement, and at a similar rate to that seen nationally.

Achievements in English, particularly in reading, by the current class of eleven year olds where almost half the class have special educational needs, is very good indeed. Attainment is above average but not as high as last year. In mathematics, standards are broadly similar to national expectations and not as high as last year, but here too achievement is very good. In science, attainment and achievement are higher than a year ago, and sound overall but pupils' understanding of investigative work is below average.

The school met its targets in English and mathematics at age eleven in 1999 - the targets were much higher in English than in mathematics - and is likely to meet its current targets where the mathematics levels are higher than in English. The new headteacher is not aware of the data that led to setting these targets.

In national assessments for seven-year-olds in reading, writing and mathematics, results fluctuate, reflecting to a certain extent the differences in abilities of pupils in year groups, but also showing variation between subjects. In 1999, attainment in reading was well above national averages, above average in writing and below average in mathematics. Seven-years-olds currently are attaining standards similar to national averages in English and mathematics and are making sound progress. In science, where very little written work has been completed, attainment is of a lower standard, and not high enough, considering the prior attainment of pupils.

Pupils generally achieve a lot better at age eleven than at age seven, reflecting the variation in the quality of teaching in the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Almost all pupils enjoy school and want to do well. Negative attitudes amongst a small minority developed only where weaknesses in teaching enabled this to occur. Most are attentive and keen workers.
Behaviour, in and out of classrooms	Pupils lively and excitable during breaks, but obedient and sensible when required. Very good behaviour in assemblies and in the dining-room. In one or two classes, pupils disobedient or silly occasionally but good or very good behaviour in many lessons. No pupils excluded in recent years.
Personal development and relationships	Pupils co-operate very well, look after one another and are trustworthy. They enjoy being given responsibilities, which they take very seriously.
Attendance	Last year's attendance below average and too low. This year it has improved and now similar to national averages.

The attitudes and personal development of the older pupils are very good indeed; aware that they are the 'seniors', they want to set a good example for younger pupils. Pupils' very good personal development results from the positive relationships between staff and pupils and the role models provided by staff. The headteacher is trying, with some success, to dissuade parents from taking their children away on holiday during term time, thereby missing important teaching time.

TEACHING AND LEARNING

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

In 90% of observed lessons the quality of teaching was satisfactory or better, in 40% it was very good and in 10% unsatisfactory. Pupils' success in making progress in lessons, and in improving their learning skills, reflects this picture. The proportion of very good teaching was twice as high for seven- to eleven-year-olds as for four- to seven-year-olds. For both age ranges, however, some teaching weaknesses prevented pupils from doing as well as they could.

A great strength in teaching throughout the school is the way in which pupils are taught to read. Teaching of writing and speaking and listening is often good. Numeracy skills are taught effectively.

Boys and girls, and pupils of all abilities, are equally well taught. The quality of teaching of pupils with special educational needs is better than it was four years ago, and is good. They are supported well, and are often indistinguishable from others in their classes.

Observed strengths in teaching included good knowledge of subjects, very good management of pupils' behaviour, and a demanding and challenging style where concentration and effort were expected. Weaknesses included too much teacher talk without sufficient involvement of the pupils, unsatisfactory control of a few pupils and low expectations of what should be achieved. In the last report, marking was a key issue. Much marking is now very helpful, guiding pupils on how to improve their work further. Target setting for pupils, another issue in the last report, is taking place, but both these improvements are not yet consistently applied across all subjects and classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. Very good emphasis on literacy throughout the school. Insufficient time for teaching science and a lack of detailed planning in some subjects, especially for pupils up to age seven.
Provision for pupils with special educational needs	Good; particularly good in English and mathematics as seen in the test results at age eleven. Well integrated into classes. Teachers know pupils very well. Support staff provide help in lessons for individuals and groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Clear principles and values demonstrated by the headteacher and staff, so all pupils know what is expected. Cultural development very good through English and singing lessons, and the provision of French and Spanish. All ages expected to get on well together. Many responsibilities given to pupils.
How well the school cares for its pupils	School safe and secure. Very good pastoral care and supervision of play. Good systems for monitoring progress in language, sound in mathematics and insufficient in science. Good behaviour and effort identified and rewarded.

Very good balance of subjects for some pupils, but not in all classes. Insufficient emphasis on a few subjects, particularly science and the use of computers. Very successful sports clubs and fixtures recently reintroduced, appreciated by pupils and parents. Very good range of other clubs and music activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Headteacher providing strong and caring leadership well supported by the senior teacher. Leads by example. Building an effective team of staff. Has the backing of parents. Excellent working relationships. Systems and procedures are sound and improving, as each in turn is developed. Focusing on higher standards through better teaching and learning and improved curriculum. Subject co-ordination currently varies in quality.
How well the governors fulfil their responsibilities	Effectively. Supportive and interested in school life. Want the best for the pupils but do not question sufficiently reasons for differences between standards in subjects. Take their responsibilities seriously.

The school's evaluation of its performance	Good. Headteacher monitors teaching and learning through classroom observation, checking teachers' plans and looking at pupils' work. Subject co-ordinators have begun to do this. A start has been made on analysing test results to identify well-taught areas and those where pupils lack understanding.
The strategic use of resources	Very good. The headteacher teaches, so releasing funds for resources in areas of need. Expenditure considered with great care. Very good balance; emphasis on training as well as better books and equipment. Under Fives' outdoor facilities poor but, as with all resources, good use is made of what is available.

The headteacher did not inherit a working development plan. A new document has been prepared, covering most areas of school life, yet to be discussed and agreed by all staff and governors. Although a good starting point, it is ambitious and does not have the necessary detail to ensure monitoring and evaluation of developments. The school has a balanced budget. Administration is efficient and good checks are made to ensure value for money.

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 make good progress • Good behaviour • High expectations of their children • The leadership provided by the headteacher • Very good teaching • The way the school helps their children to become mature and responsible 	<ul style="list-style-type: none"> • The quality of some teaching • A few parents would like more homework for the older children

Inspectors agree with the parents' extremely positive views about many aspects of the education of their children. Inspectors also agree that improvements are needed in a small proportion of the teaching. They judge however, that homework is appropriate and a reasonable amount is set. This focuses on reading for all pupils and, for the older pupils, 'finding out' tasks and written work in English, mathematics and science.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieved high standards in the 1999 national tests in English and mathematics at age 11 and in reading at age 7

1. Pupils' language and number levels on entering Reception are broadly average. Substantial variations exist between years in the numbers of high and low attaining pupils entering the school, but the range in pupils' abilities is always great. Progress through the school, overall, is very good in both language and mathematics, resulting in high standards at age eleven.
2. The emphasis on reading in all classes, with additional time allocated beyond that used for teaching the National Literacy Strategy, ensures steady and progressive development. Compared with schools nationally, standards in reading tests were well above average at age seven in 1999. Current standards achieved by seven-year-olds are not as high as last year. High attainers keenly tackle unfamiliar words, enjoy reading aloud and explain meanings of stories. Low attainers are less successful but well motivated. Year 2 has fewer high attaining pupils this year and standards are broadly similar to the national picture. Reading standards of seven-year-olds have fluctuated greatly over the past four years.
3. In each class in Key Stage 2, every day includes a taught reading session and literacy hour. Pupils are quiet and interested in their task during the reading time. In the best sessions, teaching of the reading focus group takes place uninterrupted because all others have appropriate books. In Year 6, standards are high. Several pupils are able to infer meaning from text, with very good recall of stories they have read. About half the pupils in the class have identified special educational needs yet several of these pupils are achieving average standards. Progress over time has been excellent. These high standards are very helpful to the pupils in their other studies. Current pupils' achievements in reading are very good indeed.
4. In Year 2, high attainers' written work shows correct use of capital letters, use of speech marks and most handwriting is joined. Worksheets indicate good development of phonics and pupils are enjoying poetry. A substantial proportion of low attainers' work remains unfinished, some lower and upper case letters are confused and there is little joined handwriting. Just sufficient written work has been carried out in the past year. In 1999, writing standards in tests at age seven were above average but current standards are broadly similar to national averages.
5. Seven- to eleven-year-olds' written work is substantial and shows great variety. Pupils use a wide range of stimulus material and generate good quality writing of which they are proud. Comprehension, parts of speech, letters and book reviews are part of their formal work, and creative-writing books include stories, letters and play scripts. Pupils write at length and with confidence. Standards are above average with a good proportion of high attaining pupils throughout this key stage. As in reading, progress over time has been excellent and pupils' achievements are very good.
6. In Reception, pupils are alert, attentive and listen well. They enjoy talking about their news and respond confidently to adults. Most Year 2 pupils speak willingly and accurately, showing progress in self-confidence and in the structure of their language. Most can narrate reasonably and articulately a story from a sequence of pictures. Standards overall are as expected for their ages. Year 6 pupils' speaking and listening skills are very good. For example, in a lesson discussing pupils' own stories and one by Roald Dahl, pupils could explain from whose viewpoint stories were written and how characters were described. They used terms such as simile, metaphor and onomatopoeia accurately, and when asked to share what had been achieved part way through the lesson, pupils of the full range of ability in the class did so with enjoyment and confidence.
7. Pupils in Reception recognise coins and show some understanding of value in buying items, for example how many 1ps are needed to buy an item for 5p. High attainers are aware of money value to 10p. Attainment is

broadly at the expected level. In Year 2, most understand how to represent 'a half' are confident in addition and subtraction to 10, but few show confidence and accuracy beyond this. Most can sort and classify information, for example about hair and eye colour, but few know how to tabulate and interpret data without considerable help. Just sufficient work is recorded, with substantially more accurate and neat work from the high attainers. In the 1999 tests for seven-year-olds, attainment was below average, but this years' pupils are achieving broadly average standards. Few show the numerical skills needed to attain the higher level.

8. Year 6 pupils' work shows that a good range of mathematics work is completed, most accurately. Tasks include co-ordinates and nets of three dimensional shapes, time including time-tables and the 24 hour clock, problem solving, data handling and algebraic tasks. Exercises are completed on decimals, equivalent fractions and estimation and, throughout, there is a strong emphasis on accuracy and numerical calculation. Work is well matched to pupils' capabilities and they are able to complete correctly much of the work set for them. Work in earlier years of this key stage is just as broad with the same strong emphasis on numerical calculation. Pupils explained that they carry out mental arithmetic frequently and often enjoy the work, aware that their skills are improving through these exercises. The standard of work in Year 6 is not as high as that attained in the 1999 national tests, but considering the high proportion of special educational needs, pupils' achievements in mathematics are very good.

Pupils benefit from some very good, firm teaching, particularly of the 7 to 11 year olds

9. A high proportion of very effective teaching was observed. Individual teachers' skills varied but common characteristics were apparent which resulted in good gains in pupils' knowledge and high achievement.

10. A key strength of the teaching in all the successful lessons was the teacher's ability to gain the attention of the entire class when (s)he wanted to and to retain very tight control of pupils' behaviour. A small number of pupils in each class were lively and challenging at times, but their energies were deflected into their learning in the best lessons. In good lessons, teachers were also very well prepared and knew their subject well. This showed in the clarity of the learning objectives explained to pupils, teachers' confidence in asking questions and in responding to those from pupils, the way in which resources were organised, and the manner in which what had been learnt in the lesson was brought together at the end of the session. Tight time-scales were invariably set in these demanding lessons and teachers knew how much they should expect from pupils of differing ability. Pupils knew that their teachers had high expectations of them.

11. An ICT lesson for a mixed age class of seven- and eight-year-olds exemplified how structure, challenge and control could lead to a rapid rate of progress for the class. The use of a large television screen to demonstrate key strokes and mouse movements meant that the teacher had eye contact with every pupil during this demanding introduction. Programmable vehicles were used in the adjoining room by small groups, out of the immediate supervision of the teacher, yet each group carried out the set tasks quickly and with interest because expectations had been made absolutely clear to them. Relationships were very good and pupils were proud of how much they had achieved.

12. In a Year 4/5 numeracy lesson, effective planning, with work well matched to abilities, led to very good achievements. The lesson started with a number square challenge, which reinforced pupils' four rules skills. It enabled all to succeed but was very demanding. Pupils only spoke when they needed to. Early finishers - and all tried to complete the task as quickly as they could - were given additional 'number games' work which they also enjoyed. Having established a very well-controlled working atmosphere, a rapid question and answer session held pupils' interest and concentration as they moved on to 24 hour clock problems and journey timetables. During the group work that followed the teacher visited each group in turn, ensuring that all were making appropriate progress. The brief but effective summarising session at the end of the lesson enabled pupils to share their successes and to be praised for what had been achieved. Pupils enjoyed this mathematics lesson whilst making very good progress.

13. A literacy hour lesson for Year 5/6 pupils was a further example of very effective teaching which resulted in

pupils making great steps forward in their learning. The session started with praise for the previous day's successes, motivating the class and capturing their attention. Pupils were questioned thoroughly and in an open-ended manner, which required them to think hard before replying and to give extended answers. The teacher's very good knowledge of the book being discussed enabled the discussion to be taken further. Specific learning objectives were clear to the pupils in all that was carried out. The analysis of character carried out in the Roald Dahl book was used to inform each pupil's own story writing. Pupils learnt how an author can use language to create character and they reinforced their understanding of parts and figures of speech.

14. These very effective lessons exemplify how good quality teaching results in high standards and an enjoyment of learning.

Staff provide a caring and supportive Christian environment which leads to very good personal development for the pupils

15. Staff provide a very good range of extra-curricular activities in their own time, which are popular with the pupils and their parents. In the gardening club, a small band of pupils and staff have grown fruit and vegetables which all have enjoyed eating! An after-school computer club is provided to give pupils, particularly those without access to ICT at home, more time for developing computer skills. The club is oversubscribed, limited as it is by the number of computers available in the IT room. Pupils can stay behind after school on Friday to complete their homework using the school's facilities, and with staff help. A group of pupils play the clarinet during two lunchtimes each week with a member of staff, and a large number of boys and girls are involved in football and netball teams, both for practices and fixtures against other schools. These very successful activities help pupils and staff develop relationships in a different context.

16. School assemblies are enjoyable times when the whole school comes together for Christian worship. Pupils enter and leave in a quiet and controlled manner showing respect for the occasion. All staff attend, indicating its importance. Pupils sing in assemblies with great enthusiasm and high levels of skill, generating a great sense of happiness and wonder.

17. As pupils prepare to enter school in the morning the headteacher and staff meet with parents to discuss any points of praise or concern, and this same procedure is followed at the end of the school day. One member of staff always remains with a group of pupils each evening to see them safely onto the bus that arrives ten to fifteen minutes after the end of the school day. Lunchtime at Brenzett is a very pleasant occasion when pupils, after two seniors have said grace, chatter quietly as they eat. Dinner staff and teachers ensure that pupils' conduct is always of the highest standard. During break periods staff carry out their duties very seriously, enabling pupils to play in a lively, boisterous, but entirely safe, manner.

18. In lessons, teachers provide many opportunities for group work, where pupils learn to co-operate and work together. Expectations of pupils' conduct are high in most lessons and the pupils live up to these expectations. Tasks, such as library or games-store organisers, help pupils to learn how to carry out responsibilities.

19. These successful aspects of school life, resulting from the personal example of staff, are appreciated by the pupils. Their standards of personal development are very good, as a consequence.

Aspects of leadership by the headteacher are very good: he leads by example, listens and speaks very effectively to staff, parents and people in the community, and carefully monitors what is taking place, making improvements

20. The headteacher teaches very well and maintains very good discipline. Through this and his most effective skills in communication, he provides a very good role model for staff and pupils. His approach and hard work are appreciated by governors, staff and parents.

21. Since his arrival, observations of the quality of teaching and monitoring of pupils' learning have taken place which have resulted in specific targets for staff as well as praise for what has been achieved. The headteacher is aware that evaluation of what is taking place is a very important area for development and that interpretation of data is a key aspect of this.

22. His problem-solving approach benefits all in the school community and in many areas of school life. For example, when he was appointed in January he found that swimming, a statutory requirement of National Curriculum physical education, was not taking place. He then took a life-saving course to enable him to teach and supervise pupils in a swimming bath, and arranged for a local coach company – which is now sponsoring the school football team - to provide very cost effective transport to and from the baths. The result of these efforts is that pupils are now taught to swim. Competitive sport, also, has been reintroduced.

23. The headteacher communicates very effectively with the staff, providing a clear lead but also listening carefully to the ongoing advice from knowledgeable and hardworking teachers and support personnel. Good staff meetings, and many opportunities for informal discussion about important issues, ensure that all are well informed.

24. Parents have access to the headteacher when they need or wish to make contact and he listens and responds to the points they make.

WHAT COULD BE IMPROVED

Some teaching was unsatisfactory when pupils were not controlled well enough and expectations were too low

25. The teaching observed was not always as effective as it should be with resulting unsatisfactory learning. The common characteristics in these few lessons were not controlling the behaviour of the pupils well enough and expecting too little in the available time. Marking, although much better than the quality reported in the last inspection, was not consistently good, with some inaccuracies and insufficient constructive comment to help pupils improve their work.

26. Lessons took too long to start in some instances, because teachers lacked the strategies to gain full control. Speaking over a background noise of pupil chatter, and responding to shouted out answers, were unhelpful techniques, which resulted in more noise and less concentration and effort. In one lesson, the teacher lacked confidence in the subject matter and learning intentions became obscured. Pupils' work rates reduced and achievement was unsatisfactory. In one reading session, which in other classes was a much enjoyed lesson, insufficient work was completed by some pupils in the time available because the teacher allowed the pupils too much time to settle down. In a literacy lesson, pupils lost interest when specific expectations became unclear and they realised that working slowly was acceptable. In one or two lessons, learning support staff were insufficiently effective, particularly during times when the teacher was talking. Occasionally teachers spoke for too long without sufficient involvement of the pupils and, during group work, the pace of pupils' work fell away because what was expected in the time was unclear.

27. Greater consistency is needed of the good practice already evident in the school.

Curriculum planning and management of subjects is not effective enough, particularly from Reception to Year 2 and in science and information technology. Insufficient attention is given to the detailed requirements of the National Curriculum

28. Planning is thorough and appropriate for the National Literacy and Numeracy Strategies. Policies for most subject areas, along with central government guidelines, form the basis of subject curriculum planning. Half-termly and short-term weekly plans are prepared by class teachers, and the half-termly planning is monitored.

Teachers' timetables, however, do not show an appropriate balance of curriculum time for all subjects in each class. These need to be reviewed to ensure that all are in agreement with the curriculum plan for the school. Currently, too little time is spent on science in some classes and the evidence of pupils' work at age seven indicates that too little is recorded. A topic approach for five- to seven-year-olds is resulting in a lack of focus on some of the detailed National Curriculum requirements.

29. With one or two notable exceptions, little ICT is taking place within subject lessons. As a result, standards are below those expected in some aspects of the subject.

The outdoor learning environment for Under Fives is unsatisfactory

30. The Reception class is taught in a standard-sized temporary classroom. The floor space for the number of children (aged 4 to 6 years) is barely adequate, although well used to provide an effective learning environment. A grass area around the temporary classroom is not secure and does not provide the environment these pupils need in order to learn through structured play. Pupils' development in the Desirable Learning Outcomes is restricted because there is not such an area. A further consequence is that more pupils are in the classroom at times than would otherwise be the case.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. In order to raise standards further the governors and staff should:

- (1) Improve the quality of some teaching, through
 - better control of pupils, so that those who tend to be silly, chatter and avoid carrying out tasks, are required to work in the manner expected at Brenzett
 - higher expectations of the amount of work pupils should complete in the available time. Careful consideration should be given to: the clarity with which learning objectives are explained to pupils; the amount of talking by the teacher; the match of work to the range of abilities in the class; the amount of written work; and what is completed in group work time
 - improving teachers' knowledge and understanding of ICT and other subjects where teachers lack confidence

- (2) Improve the quality of curriculum planning. The evolving role of the subject co-ordinator will be most important in providing a lead as to what constitutes good practice. It will be important to
 - review the allocation of curriculum time for each subject and ensure that individual teacher timetables follow the school's curriculum policy
 - ensure that, if a 'topic' approach is used, the National Curriculum requirements are fully met where a particular subject is said to be taught and learnt through other areas
 - science is given a much greater focus, particularly in Key Stage 1. This will involve more curriculum time, substantially more recording of science by younger pupils, and a greater focus on teaching the skills of investigative science. Such changes should result in higher standards
 - improve continuity in learning of ICT, through better use of existing resources until improvements in the quantity and quality of computers can be funded

- (3) Provide a secure and appropriate outdoor learning environment for children under five.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	40	15	35	10	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	139
Number of full-time pupils eligible for free school meals	19
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	47
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	14
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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	16	9	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	11
	Girls	9	9	9
	Total	23	23	20
Percentage of pupils at NC level 2 or above	School	92 (89)	92 (81)	80 (89)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	12
	Girls	9	9	7
	Total	23	24	19
Percentage of pupils at NC level 2 or above	School	92 (85)	96 (85)	76 (80)
	National	82 (79)	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	5	5	10

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	4
	Girls	5	4	4
	Total	9	7	8
Percentage of pupils at NC level 4 or above	School	90 (84)	70 (42)	80 (58)
	National	70 (65)	59 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	5	4	4
	Total	9	8	8
Percentage of pupils at NC level 4 or above	School	90 (74)	80 (79)	80 (84)
	National	68 (65)	69 (65)	75 (71)

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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	139
Any other minority ethnic group	0

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)	5.5
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	72

FTE means full-time equivalent.

Financial information

Financial year	1999-00
	£
Total income	234,615
Total expenditure	237,342
Expenditure per pupil	1,812
Balance brought forward from previous year	5,440
Balance carried forward to next year	2,713

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	139
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	5	2	0
My child is making good progress in school.	57	38	5	0	0
Behaviour in the school is good.	35	57	2	0	7
My child gets the right amount of work to do at home.	28	58	13	0	0
The teaching is good.	60	38	2	0	0
I am kept well informed about how my child is getting on.	50	37	12	0	2
I would feel comfortable about approaching the school with questions or a problem.	75	20	5	0	0
The school expects my child to work hard and achieve his or her best.	68	30	2	0	0
The school works closely with parents.	43	50	7	0	0
The school is well led and managed.	72	23	0	0	5
The school is helping my child become mature and responsible.	60	32	3	0	5
The school provides an interesting range of activities outside lessons.	49	41	5	3	2

Other issues raised by parents

A small number of parents were unhappy with the quality of teaching of their children and with the type and amount of homework, particularly for the older pupils.