

INSPECTION REPORT

**BREDHURST CHURCH OF ENGLAND
PRIMARY SCHOOL**

Gillingham

LEA area: Kent

Unique reference number: 118619

Headteacher: Mr T I Whittaker

Reporting inspector: Mr Paul Missin
19227

Dates of inspection: 14th – 16th February 2000

Inspection number: 191769

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Bredhurst Gillingham Kent
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Appropriate authority:	The Governing Body, Bredhurst CEP School
Name of chair of governors:	Mr I Bowen
Date of previous inspection:	November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bredhurst School is a voluntary controlled Church of England Primary School for boys and girls aged four to eleven years. There are currently 118 pupils on roll, 63 boys and 55 girls. This is small for schools of this type. There are no pupils from ethnic minority backgrounds. One pupil is known to be entitled to free school meals (0.9 per cent), which is well below average. Fourteen pupils are on the school's special educational needs register, (12 per cent), and one pupil has a statement special of educational need (0.9 per cent). Both these figures are below average. The school admits pupils from a wider catchment area than the immediate village and includes families from more distant places in the Medway towns. The school is heavily over-subscribed and new entrants are dealt with according to the agreed admissions criteria. When they enter the school, most children attain standards that exceed those expected for their age.

HOW GOOD THE SCHOOL IS

This is a good school. By the time they leave the school, pupils attain consistently high standards. Achievement in English is particularly high. The school is effective, well managed and led and the teaching is good. It provides good value for money.

What the school does well

- Across the school, attainment in science is above the national average and, in English, it is well above average.
- Teaching is good at both key stages.
- Pupils' attitudes and behaviour are very good.
- The school has developed good procedures for monitoring its effectiveness.
- The provision for pupils with special educational needs is very good.

What could be improved

- Aspects of communication with parents are insufficiently developed.
- There are shortcomings in the provision for children aged under five.
- The implementation of the National Numeracy Strategy requires further development.
- The identification and provision for gifted pupils are insufficiently clear.
- The full National Curriculum provision for physical education is not being met.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in November 1996, the school has made good improvement. The headteacher and staff have worked hard to maintain the high standards achieved in English, mathematics and science, and the school has responded positively to the key issues which were identified. The school development plan is now good and it is at the heart of the working of the school. Clear priorities for action are set out and these are appropriately costed and evaluated. The recently introduced assessment procedures are very good. The school is beginning to collect a good range of data which is being used well to provide realistic individual and school attainment targets. Good systems have been established to enable co-ordinators and governors to monitor standards and the quality of teaching. This has helped to ensure that high standards have been maintained. Satisfactory improvement has been made with the introduction of control and monitoring facilities in information technology. However, progress in enabling the school to meet the full requirements of the National Curriculum in physical education has been unsatisfactory. The lack of hall space in the school, the distance to the village hall and the lack of some specialist equipment and storage areas are continuing difficulties. Overall, the school is well placed for improvements to be continued.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A	A	A	well above average A above average B average C below average D well below average E
mathematics	A	A*	B	C	
science	C	A	A	B	

The information shows that when compared with all schools, attainment in English and science was well above average, and that in mathematics, it was above average. When compared with similar schools, attainment in English was well above that expected, in science, it was above average and in mathematics, it was in line. The current inspection findings confirm these high levels of attainment. By the end of Key Stage 2, pupils attain standards in English and science that are well above national averages and in mathematics, they are above average. The school sets realistic targets in English and mathematics which are clearly related to the spread of ability in different year groups in the school. This enables the high standards to be maintained. Pupils with special educational needs are supported very well and make good progress towards their own learning targets. Children aged under five attain standards in language and literacy that are above those expected for their age. They achieve satisfactory standards in all other areas of learning. However, children's full development is limited by shortcomings in the policy and guidelines to support teachers and in the development of their physical and social skills through lack of opportunity for imaginative outdoor play.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are enthusiastic learners.
Behaviour, in and out of classrooms	Pupils' behaviour in class, in the playground and when moving in between buildings in the school, is very good. They are polite and considerate.
Personal development and relationships	Personal development and the relationships in the school are good. Pupils are eager to take responsibility throughout the school, and they undertake their duties willingly and reliably. The personal development of children aged under five is limited by lack of opportunity to initiate and solve problems.
Attendance	Rates of attendance are very high and there is no unauthorised absence.

TEACHING AND LEARNING

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

Overall, teaching is good. In the 17 lessons observed, five per cent were excellent, 35 per cent were very good, 30 per cent were good and 30 per cent were satisfactory. Teaching at both key stages is good. The teaching of children aged under five is satisfactory. Teaching of literacy is very good, and that in numeracy is good. Across the school, the quality of pupils' learning is also good. Effective learning is encouraged by teachers who are enthusiastic and well prepared. Teachers' lesson planning is thorough and they manage pupils very well. Pupils' interest and enthusiasm are developed and sustained by the use of varied and challenging resources, through good use of praise and encouragement and the clever use of perceptive and pertinent questioning in class. There are shortcomings in the teaching of numeracy related to teachers' knowledge of the National Numeracy Strategy, and of children aged under five related to the lack of opportunity for them to initiate and solve problems through their own play. These shortcomings limit the effectiveness of pupils' learning. Across the school, the needs of all pupils are met well, but insufficient guidance is given to teachers in identifying and supporting gifted pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets the needs of all pupils. The teaching of English is a significant strength of the school. The statutory requirements for physical education are not fully met because of lack of appropriate accommodation, and the social development of children aged under five is limited by the lack of a secure, outside play area.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Pupils' individual learning plans are of a high standard and are reviewed well. Provision is well managed and pupils are given good levels of support. Pupils' needs are quickly identified and they are enabled to make good progress towards their own learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the provision for pupils' spiritual, moral, social and cultural development is satisfactory. Pupils' moral and social development is good. They are eager to take responsibility for their own learning and to undertake jobs in their class and throughout the school. There is a useful whole-school personal and social education programme. Pupils' spiritual awareness is less well developed. There are few opportunities for reflection. Whilst there are satisfactory opportunities for pupils to learn about their own culture, there are insufficient to learn about other cultures, particularly of the groups that make up our own multi ethnic society.
How well the school cares for its pupils	The assessment of pupils' academic and personal development is very thorough. Written reports to parents are full, clear and helpful. The behaviour policy includes clear guidance for all staff and the welfare arrangements for pupils are good. The care of pupils with special educational needs is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed by the headteacher. Staff are well involved in, and informed about, the work of the school. The whole staff team works as an effective unit.
How well the governors fulfil their responsibilities	The governors' support and monitoring of teaching and learning are good and their financial management is very good. Governors give sound strategic direction to the school.
The school's evaluation of its performance	The school has established good systems to monitor its effectiveness. The processes of self-review have been well managed and the good monitoring procedures and the very good assessment systems are providing a wide range of data which are used well to set targets and to monitor progress towards them.
The strategic use of resources	Teachers have appropriate resources to enable them to teach the National Curriculum, but there are shortcomings in physical education and for children aged under five. Strategic resources are used well to produce high standards in English, mathematics and science. There are significant limitations to the quality and warmth of some of the school buildings. Teachers and support staff are deployed well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils achieve high standards. • The school provides the pupils with good support. • The school promotes good attitudes and behaviour. • There is good information about pupils' progress. • Pupils with special educational needs are supported very well. 	<ul style="list-style-type: none"> • The headteacher's leadership of the school. • Opportunity for parents to share concerns with the governors. • The range and timing of extracurricular activities.

The inspection findings confirm the positive views about the school expressed by parents. The headteacher's leadership of the school is good, but there are shortcomings in the information provided to parents by the school and in the opportunities provided for liaison between parents and governors. The range of extra-curricular activities is sound and the school has already responded to parental concerns about timing by revising the timetable of after school clubs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Across the school, attainment in science is above the national average and in English, it is well above average

1. At the end of both key stages, pupils achieve standards in English that are well above the national average. In speaking and listening, they develop a good range of vocabulary and speak confidently showing an awareness of different views. They read widely for pleasure and information. A significant reason for their high attainment is the frequency and challenge of reading in class and at home. The organisation of the text studies and the guided reading in the literacy hour is enhancing pupils' progress well. Pupils use appropriate punctuation confidently in their writing and they write for a wide range of purposes with neat handwriting and lively, imaginative use of vocabulary. The teaching of literacy across the school is very good. Teachers have very good subject knowledge, and lessons are taught enthusiastically with very good challenge. Questioning is excellent and demonstration and use of resources are of a very high standard. The curriculum is good and meets the needs of all pupils. The subject is well managed and literacy is taught very well throughout the school and promotes the very good standards that are achieved. These high standards have maintained a significant strength of the school which was identified at the previous inspection.

2. At the end of both key stages, standards in science are above the national average. Across the school, pupils' experimental and investigative skills are developed very well. Following a recent whole school review of approaches to science, pupils are, wherever possible, introduced to topics through an investigative approach. For example, at Key Stage 1, pupils investigate the permeability of sand, clay and chalk, and at Key Stage 2, they investigate the extent to which plants are attracted by light. Pupils develop good systems for recording and displaying their work. For example, pupils at Key Stage 2 draw block and line graphs to show how high balls bounce when dropped from different heights. As a result of these approaches, pupils soon become aware of fair testing, of controlling variables, and of carefully recording their work. They have good opportunities for extending their understanding of topics into levels higher than those expected for their age. For example, at Key Stage 2, pupils know the names and functions of the main parts of flowering plants, and at Key Stage 1, pupils know how our skeleton supports us and how our hearts work. Teaching is good. Teachers introduce lessons clearly and develop very good working relationships with pupils in the class. The learning intended in each lesson is often put clearly on the board at the beginning of the lesson. This positively encourages effective learning. Planning and assessment are good. The school has maintained a strength which was identified at the previous inspection.

Teaching is good at both key stages

3. Teaching is good at both key stages. This strength was also identified at the last inspection when teaching was judged to be good. In over a third of the lessons observed, teaching is good, and in a half, it is very good or excellent. The teaching of science and numeracy is good. The teaching of literacy is very good. At both key stages, teachers are enthusiastic and well prepared. Lesson planning is thorough, and the decision to display the learning planned for each lesson on the class whiteboard, helpfully provides pupils with a clear focus on the learning intended. Good reference is made to this in teachers' introductions and in the summing up at the end of lessons. Teachers manage pupils very well. They value pupils' contributions and the appropriate use of praise and encouragement maintains pupils' interest and involvement well. Teachers use a range of interesting and challenging artefacts. For example, in a science lesson at Key Stage 2 demonstrating the importance of teeth and dental care, the teacher expertly used a video extract, teeth moulds, disclosing tablets and an Internet connection to extend pupils'

understanding and appreciation. An English lesson to Key Stage 2 pupils illustrated several features of excellent teaching. Very good and challenging questioning helped the pupils to clarify their own ideas and use more descriptive vocabulary. Pupils were shown very clearly what was expected of them and how they could improve their work and the whole lesson generated excitement and total involvement. This lesson promoted very high standards.

Pupils' attitudes and behaviour are very good

4. Across the school, pupils' attitudes to learning and their behaviour in class, in the playground and when moving around the school are very good. In almost every lesson observed, pupils' attitudes and behaviour were at least good and in nearly half, they were very good or excellent. Pupils are interested and show commendable enthusiasm for all their work. They make interesting and perceptive comments in class discussion, for example, as younger pupils at Key Stage 2 were comparing the character and setting of the 'BFG' and the 'Iron Man'. They listen well to their teachers and to one another and value the contributions that others make in discussion. They are polite and considerate to adults and to each other. Pupils settle quickly to their work after playtime or when changing activities. They work co-operatively when required. For example, older pupils at Key Stage 1 shared equipment and ideas well in their science groups as they weighed their sand, chalk and clay and measured how long water would take to pass through them. Pupils show responsible attitudes as they walk between the school and the village hall. They are keen to take responsibility and undertake their duties reliably and conscientiously. For example, Year 6 pupils help younger pupils as they move to and from assembly and at lunchtime.

The school has developed good procedures for monitoring its effectiveness

5. The school has developed good procedures for monitoring, reviewing and assessing important aspects of its work. Since the last inspection, the school has initiated a series of self-reviews. These have been managed well by the headteacher. Targets such as improving learning in science, a review of equality of access and opportunity issues, and the development of creative writing, have been appropriate for the school. The initiatives have been planned thoroughly and progress has been recorded systematically and introduced effectively to the staff. The effect has been a thorough review of aspects of the work of the school, the raising of staff awareness and positive improvement in key areas.

6. The headteacher has introduced some good monitoring procedures. The headteacher teaches regularly in all classes in the school and maintains good contact with the pupils and a good overview of the working of each class. Procedures established for the headteacher and curriculum co-ordinators to monitor teaching and learning are good. There is a clear monitoring timetable which shows the focus and type of each monitoring over the year and the agreed procedure to be followed for defining a focus, undertaking an observation and suggesting areas for development. Governors' monitoring is also effective. They use their regular visits to the school to assess agreed aspects of teaching and learning. These findings are appropriately reported to class teachers, the headteacher and the full governing body. These initiatives represent a good response to an issue identified at the last inspection which reported that both governors and co-ordinators were insufficiently involved in monitoring standards and the quality of teaching in the school. The effect has been that the high quality of teaching identified at the last inspection has been maintained.

7. The recently introduced whole-school system for assessing and monitoring pupils' achievements is very good. Detailed records are kept of pupils' attainment in English, mathematics and science and these are used to set pupils' individual learning targets. Teachers complete detailed evaluations of individual pupils' progress and comment on the effectiveness of teaching programmes each half term. The school is beginning to build up a very full picture of each pupil's attainment, and as more data becomes available, the complete picture of progress from entry to leaving will become clearer. This represents a good response to a weakness in

assessment identified at the last inspection. Currently assessment data are used well to set realistic targets in English and mathematics and to ensure that the curriculum meets the needs of all pupils.

8. The school development plan is good. The priorities identified are appropriate, and each one is set out clearly with reference to cost and success criteria. Progress through the development plan is well discussed at staff meetings and by the governing body. This addresses well a key issue identified at the last inspection which found that the evaluation criteria in the school development plan lacked rigour. This has enabled the headteacher and governors to maintain a clear view of the development of the school.

The provision for pupils with special educational needs is very good

9. The provision for pupils with special educational needs is very good. Due to the high quality leadership and understanding of the issues by the co-ordinator, pupils are very well supported and make good progress towards the targets in their individual learning plans. Pupils' further progress is enhanced by the regular review and evaluation of their learning targets by all teachers and support assistants. Pupils' needs are quickly identified through the very good assessment procedures which have been established. Data provided by the Local Education Authority's assessment on entry to the school procedure are carefully analysed. The school benefits from an above average allocation of funds which is used very effectively. Support is even given to pupils on Level 1 of the register. The support for the one pupil with a statement of educational need is very good. The special educational needs governor is new to the post and, while inexperienced, she has brought enthusiasm and good direct help to the school. The national Code of Practice is followed to a very high standard and parents play an important role in the support and review of learning targets.

WHAT COULD BE IMPROVED

Aspects of communication with parents are insufficiently developed

10. The results of the parents' questionnaire and some of the comments made by parents at their pre-inspection meeting indicated that a significant number had concerns about the management of the school. The inspection judgement is that the leadership and management of the school are good, but that there are some shortcomings in aspects of the communication between the school and parents. Whilst class teachers provide clear information about what is to be taught in their classes through termly newsletters, the school has been slow to inform parents of important curricular initiatives being undertaken. For example, parents have not been informed about the introduction of the National Literacy Strategy, and a meeting to tell them about the National Numeracy Strategy has only just been arranged. The school is insufficiently proactive in this area. Comments made at the parents' meeting indicated that the procedures for informing parents about the life of the school and celebrating its successes were not sufficiently developed. Parents also commented on the lack of opportunity to share concerns with the governing body. The inspection findings confirm these shortcomings. The governors have recently announced their intention to invite parents to a series of informal meetings.

There are shortcomings in the provision for children aged under five

11. Overall, provision for children aged under five is satisfactory and the school is making sound use of the buildings and expertise that are available. Standards in language and literacy are above those expected for the children's age and in mathematics and in the other areas of learning, they are in line with expectations. The main weaknesses in provision centre on the lack of opportunity for children to have easy access to a secure, imaginative outdoor play area and appropriate equipment in order to develop their physical and social skills. This means that they do not have sufficient opportunity to initiate and solve problems through their own play. There are

also shortcomings in the policy and planning for these children. At present, information to support teachers is contained within an Early Years policy which is not up-to-date. Teachers' planning does not make sufficient reference to the recommended areas of learning for children aged under five to ensure that concepts and skills are taught in a progressive way. Within the classroom resources are broadly appropriate, although the range and quantity of multicultural resources, and small play equipment are insufficient in range and quantity. As a result of these shortcomings children are not developing a sufficiently broad awareness of other cultures and the range and quality of their imaginative play discussions are limited.

The implementation of the National Numeracy Strategy requires further development

12. The National Numeracy Strategy framework for the teaching of mathematics has been introduced in the school from the beginning of the current school year. There are elements within the introduction of the strategy that are not sufficiently developed. The introduction of the framework has required a significant change to the pattern of the planning and teaching of mathematics in the school that have been established for some time. The previous pattern had been based much more on an individual approach to the subject. Teachers have been involved in appropriate training and the school has worked successfully to introduce a new teaching and planning system. However, some relative weaknesses are evident, as teachers become more familiar with the new requirements. Planning is generally good, with learning objectives, activities and resources clearly set out. However, some teachers' lesson plans lack sufficient detail. Teachers generally have good subject knowledge, but in some lessons, teachers' lack of confidence limits the effectiveness of lessons. In most lessons observed, concepts and skills were taught at an appropriate level for the pupils' age, but in some lessons, the learning focus was insufficiently clear. Most lessons now begin with an appropriate mental agility session. These are most successful when they are closely linked to pupils' current learning. The effect of these shortcomings is that the school is not yet fully effective in promoting numeracy across the school.

The identification and provision for gifted pupils is insufficiently clear

13. The school provides teachers with insufficient support and guidance on the management of the curriculum for gifted pupils. There is no overall statement about provision for these pupils, nor any agreed criteria for identifying areas of special talent. The school caters for the higher attaining younger pupils in each mixed-age class, as they are encouraged to complete work planned for pupils in the higher age group. It is not clear how the progress of higher attaining pupils who are in the oldest age group in the class is catered for. One higher attaining pupil in the school works in a class above his chronological age and provision is made for some pupils to take part in activities provided by the Children's University. However, the planning for gifted pupils across the school curriculum lacks sufficient structure, clarity and co-ordination and pupils are not able to make the maximum progress.

The full National Curriculum provision for physical education is not being met

14. The school is still not able to meet the full National Curriculum requirements for physical education. This was also the finding of the last inspection and indicates insufficient improvement in this area. The disadvantage continues to be that the school has no hall and has to use the village hall some distance away. Time is lost and pupils' interest and enthusiasm wane during the walk to and from the school, especially in cold or wet weather. There are insufficient resources of appropriate gymnastics mats, especially for younger children, small games equipment, climbing apparatus for older pupils and for children aged under five. Resourcing is limited by the storage space available and the necessity to share the hall with other village users. The result is that pupils' development in this area is not fully met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

1. Improve communications with parents by: (Paragraph 10)

- i) ensuring that they are fully informed of new curricular developments;
- ii) building on the newly planned programme of parent/governor meetings;
- iii) further celebrating the successes of the school.

2. Further develop the provision for children aged under five by: (Paragraph 11)

- i) devising an overall policy/guidelines statement and ensuring that teachers' planning shows clearly how the recommended areas of learning are to be taught;
- ii) increasing the opportunities for children to initiate and solve problems in structured play activities.
- iii) further encouraging children's physical and social development by providing a secure, imaginative outdoor play area with appropriate equipment;
- iv) providing further small play equipment and multicultural resources.

3. Continue with the implementation of the National Numeracy Strategy. (Paragraph 12)

4. Build upon the provision for gifted pupils across the school by: (Paragraph 13)

- i) providing a policy and guidelines to support teachers;
- ii) ensuring that pupils' individual gifts are more clearly identified;
- iii) extending opportunities to develop these talents.

5. Ensure that the full National Curriculum provision for physical education is met. (Paragraph 14)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	35	30	30	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)	0	118
Number of full-time pupils eligible for free school meals	0	1

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	14

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	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	3.2
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	9	7	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	7	7	5
	Total	16	16	14
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	88 (100)
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	7	6	6
	Total	16	15	15
Percentage of pupils at NC level 2 or above	School	100 (100)	94 (100)	94 (100)
	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	11	11	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	9	7	9
	Total	19	16	19
Percentage of pupils at NC level 4 or above	School	86 (79)	73 (86)	86 (93)
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	9	8	9
	Total	19	18	19
Percentage of pupils at NC level 4 or above	School	86 (86)	82 (93)	86 (93)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	108
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
Number of pupils per qualified teacher	23.6
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	51

Financial information

Financial year	1998
	£
Total income	202541
Total expenditure	201406
Expenditure per pupil	1638
Balance brought forward from previous year	12491
Balance carried forward to next year	13626

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	114
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	39	1	0	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	60	36	3	0	1
My child gets the right amount of work to do at home.	37	50	9	1	3
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	47	49	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	22	12	0	3
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	51	37	12	0	0
The school is well led and managed.	23	42	13	19	3
The school is helping my child become mature and responsible.	60	36	1	0	3
The school provides an interesting range of activities outside lessons.	17	38	32	9	4

Other issues raised by parents

1. The support for pupils with special educational needs is good.
2. Liaison with parents is sometimes poor.
3. The school's systems for the care and welfare of pupils are good.
4. There is a lack of extracurricular activities.