

INSPECTION REPORT

**BRENCHLEY AND MATFIELD
CHURCH OF ENGLAND AIDED
PRIMARY SCHOOL**

Brenchley, Tonbridge

LEA area: Kent

Unique reference number: 118714

Headteacher: Mr R Hammerton

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 30th – 31st January 2001

Inspection number: 197075

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 Aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Market Heath
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Nr. Tonbridge
Kent

Postcode: TN12 7NY

Telephone number: 01892 722929

Fax number: 01892 724947

Appropriate authority: The governing body

Name of chair of governors: Mrs R Kinnear

Date of previous inspection: 3rd March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brenchley and Matfield Primary is a voluntary aided school situated in the village of Brenchley some eight miles from the town of Tunbridge Wells. It is slightly larger than the average primary school and caters for children between the ages of four and eleven. There are 280 pupils on roll, 146 boys and 134 girls. Most are from white ethnic backgrounds and one child in the reception class is at an early stage of learning English. Seven pupils are from Traveller backgrounds and the school has been highlighted by the local authority as a 'Model School' for its educational provision for these pupils. Pupil mobility is average with some 17 pupils joining the school other than the usual time of admission. The socio-economic circumstances of the area are above average. The percentage of pupils eligible for free school meals (8.2%) is in line with the national average. The proportion of pupils on the school's register of special educational needs (23.3%) is average. The number of pupils with statements of special educational needs (0.7%) is below the national average. Children enter school in the year they become five, younger children on a part-time basis. September entrants attend full-time in October, and January entrants full-time in February. Attainment on entry to the school covers a broad spectrum but overall is above average.

HOW GOOD THE SCHOOL IS

This is a very good school. The pupils achieve high standards in the core subjects of English, mathematics and science at the end of Key Stage 2. The overall quality of teaching is good, but frequently it is very good throughout Key Stage 2. The headteacher provides strong, purposeful leadership and the school provides very good value for money.

What the school does well

- Promotes high standards in English, mathematics and science.
- Provides a good range of learning opportunities.
- Provides very well for the pupils' personal development and prepares them well for the next stage of education.
- Has very good provision for promoting the pupils' spiritual, moral, social and cultural development.
- Has very effective leadership at all levels, focused on sustaining and improving high standards.
- Has very good procedures for assessing and monitoring the pupils' progress.

What could be improved

- Opportunities for the pupils to carry out investigative activities in science and real-life mathematical activities.
- The overall quality of teachers' marking of pupils' work.
- The time taken for numeracy lessons in Key Stage 1 which reduces their effectiveness.

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 March 1997. Since that time the school has made good progress. National Curriculum test results have improved, significantly so in the case of English, with pupils achieving high standards by the age of eleven. With the governing body and senior staff, the headteacher has established a clear direction for the school. The monitoring of the curriculum and the quality of teaching and learning has developed rapidly and effectively, resulting in improved teaching.

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	D	B	A	A
Mathematics	B	A	A	A
Science	A	A	A	A

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

The results of the 2000 National Curriculum test results for eleven-year-olds indicate that the pupils attained standards in English, mathematics and science that were well above the national average and well above the average for similar schools. The proportion of pupils attaining the higher Level 5 in all three subjects is also well above average. The results show an improvement over the previous year in English, and a significant improvement since 1998. The rate of improvement for all three subjects over the last five years is similar to that seen nationally. Inspection findings confirm the results of the national tests. The school's literacy and numeracy targets are challenging but the school is well on course to achieve them. Standards in information and communication technology at the end of both key stages are average, although the pupils are now making good progress due to more direct teaching made possible through the school's acquisition of portable computers.

At Key Stage 1, inspection findings indicate that attainment in reading and mathematics is above average, and writing is average, confirming what was seen in the National Curriculum test results for seven-year-olds.

In both key stages, the pupils do not achieve as well as they could in investigative science and real life mathematical activities due to the lack of opportunities for such activities. The school has recognised this as an area for development.

The children's attainment on entry to the school shows a wide variation but the current group is on course to exceed the Early Learning Goals in communication, language and literacy, mathematics, emotional, personal and social development, knowledge and understanding of the world and physical and creative development by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy coming to school and are enthusiastic in their work.
Behaviour, in and out of classrooms	Good. Most pupils behave well in and out of the classroom. A small number of pupils exhibit challenging behaviour.
Personal development and relationships	Very good. Pupils are involved in the daily routines of the school and work very well together. There are excellent opportunities for older pupils to work with younger children. Relationships between pupils and with adults are very good.
Attendance	Satisfactory. The pupils arrive punctually.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
18 lessons seen overall	Good	Good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall. During the inspection, 39 per cent of the lessons seen were very good and 39 per cent were good. Twenty-two per cent of the lessons were satisfactory and there were no unsatisfactory lessons. This is an improvement since the last inspection when eight per cent of the lessons were found to be unsatisfactory. Whilst good and better teaching is seen in both key stages, more is seen in Key Stage 2. The teaching in the reception classes is never less than satisfactory. The teaching in Key Stage 2 is frequently very good due to the good planning, clear match of work to the pupils' needs and excellent questioning, all of which ensure the pupils make at least good progress. Literacy and numeracy strategies have been implemented effectively and teaching is always at least satisfactory. Where it is not as good, usually in Key Stage 1, the sessions tend to go on too long and the pupils lose interest and become restless, resulting in less progress. Teaching generally meets the needs of all pupils, including those with special educational needs who are given good support, as is the one child with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a broad and balanced curriculum that meets statutory requirements. There is a good range of out of school activities, and the curriculum is enhanced through visiting peripatetic musicians, a good number of pupils taking advantage of the provision. Residential and other visits, together with French lessons, add significantly to the quality of the curriculum.
Provision for pupils with	Good. There is early identification of those pupils with special

special educational needs	educational needs. The learning support assistants play a significant role in supporting these pupils and ensure that they make good progress towards their targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Staff are excellent role models and there are clear codes of behaviour. The strong Christian values encourage the pupils to develop a mature attitude towards others. Very good provision is made for spiritual development and to enable the pupils to appreciate other cultures. The development of social skills is aided significantly through the well-organised play-time and lunch-time games provision.
How well the school cares for its pupils	Procedures for child protection are good. The monitoring and assessment of the pupils' academic performance is very good and has a positive impact on the progress the pupils make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has created a staff team which works well together. There is a shared determination to ensure all pupils receive the best education. There is a strong drive to improving standards through careful and effective monitoring of teaching and learning. The senior management team and subject co-ordinators make significant contributions to developing the educational provision.
How well the governors fulfil their responsibilities	The governors are effective in supporting the headteacher in moving the school forward and in doing so they also fulfil their statutory obligations.
The school's evaluation of its performance	Rigorous evaluation of standards leads to the identification of appropriate emphasis on teaching and learning. The school energetically seeks ways to improve all aspects of its provision which it monitors very effectively.
The strategic use of resources	The school makes very good use of staff, learning resources and the accommodation. Expenditure is well focused and linked clearly to the priorities identified in the school improvement plan. The school applies the principles of best value by seeking quotations for services and selecting the most cost effective options.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The pupils' behaviour in school. • Their children like school. • The teaching is good. 	<ul style="list-style-type: none"> • Homework – some feel there is too much, others too little. • Information about how their children are progressing. • The range of out of school activities.

The inspectors agree with the parents' positive views. The reports to parents outlining the child's progress are detailed and informative, and they are provided with good opportunities to discuss their child's work. The amount of homework provided for the pupils is appropriate and enhances their learning. The school provides a good range of out of school activities, including sport, drama, music and visits that enhance the curriculum.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Promotes high standards in English, mathematics and science.

1. When they start school, most children attain standards that are above those seen nationally. The good teaching in the reception classes develops the pupils' skills in literacy and numeracy and they continue to make good progress in their learning. There is a good balance between teaching these basic skills and providing the children with a structured environment that enables them to develop their creative and physical skills. The gradual introduction to the literacy hour and the emphasis on the teaching of reading pays dividends as the children move into Key Stage 1 and they develop a love of books and enjoy reading. This enthusiasm was observed in a very good Year 1 literacy lesson. The Big Book shared with the pupils was 'My house is your house' and the pupils joined in enthusiastically, particularly when it came to saying the phrase 'My house is your house'. The pupils are confident readers and will have a go at unfamiliar words as was seen when they attempted the Mexican translation of 'My house is your house' – 'Mi casa es su casa'. The Year 2 pupils use basic punctuation accurately and their spelling and use of words is of a good standard. Their speaking and listening skills are good. The pupils enjoy numeracy sessions and their mental recall skills are good. The pupils are prepared well for the National Curriculum tests at the end of the key stage and attain standards that are above average in reading and mathematics.
2. At Key Stage 2, significant emphasis is placed on the teaching of English, mathematics and science. As in Key Stage 1, very effective use is made of the learning support assistants to ensure that groups of pupils are given the best possible support. The pupils benefit from teaching that is well matched to their specific needs. The special educational needs teacher targets small groups of pupils during literacy and numeracy sessions to enable them to make the best possible progress. The quality of teaching throughout Key Stage 2 is rarely less than good, and is usually very good. This has a significant impact on the progress the pupils make and the standards they achieve. In a very good Year 5/6 lesson, the teacher's good knowledge of active and passive verbs and her enthusiastic and imaginative way of teaching the subject ensured the pupils enjoyed the topic and also made good progress. The setting of pupils in Key Stage 2 for English and mathematics according to their prior attainment is also effective in helping to raise standards. The teachers match the work very closely to the pupils' ability. In a very good numeracy lesson with lower attaining Year 4/5/6 pupils, the teacher demonstrated a very good understanding of what individual pupils were capable of achieving and she had very good strategies to motivate them, resulting in good progress.
3. The parents support their children effectively through ensuring homework is completed and returned to school. Just as in Key Stage 1, the pupils are well prepared for the National Curriculum tests through appropriate homework tasks and booster classes, and they attain standards that are well above the national average in English, mathematics and science. The proportion of pupils attaining the higher Level 5 is also well above the national average in all three subjects.

Provides a good range of learning opportunities.

4. The school devotes an appropriate amount of time to, and places sufficient emphasis on, the core subjects of English, mathematics and science. Appropriate emphasis and time is also devoted to the other subjects of the National Curriculum. The school's statutory curriculum is enhanced significantly through the additional activities that take place. The pupils in Key Stage 2 are provided with French tuition at an early stage through out of school provision and also regular timetabled lessons. The pupils experience a wide range of visits, including visits to Calais, resulting in correspondence between Brenchley and Matfield and a French school. There are also residential visits to a centre for outdoor activities and to the Isle of Wight or North Norfolk. These have a positive impact on the pupils' geographical and historical skills.
5. There is a good range of sporting activities including netball, hockey, rugby, cricket, tennis and football, some of which are played competitively against other schools. Dramatic and musical activities also enhance the curriculum. The quality of singing heard during assemblies was of the highest quality. During one assembly the pupils sang a hymn in the round. The quality of singing, and the pupils' enjoyment of singing, during that and of other hymns was most impressive. This is a testament to the quality of teaching that generates enthusiasm amongst the pupils. Even registration periods are used to good effect – pupils calling out their registration number in French.
6. Information and communication technology is used to good effect throughout the school. It is used to support learning in all subjects of the curriculum and has a good impact on the pupils' learning. The school's acquisition of laptop computers enables whole-class teaching of computer skills to take place. As a result the computers are being used regularly and effectively by the pupils who demonstrate a good level of skill. E-mail links, established with schools in France and Uganda, add significantly to the pupils' literacy and geographical skills and to their cultural development.

Provides very well for the pupils' personal development and prepares them well for the next stage of education.

7. The school's emphasis on developing independence and a sense of personal responsibility prepares children well for moving on to their next school. The children in the Foundation Stage learn social skills which help to develop their learning. Interruptions in lessons are handled well, maintaining the child's enthusiasm, whilst reminding the child of the importance of taking turns and of listening to one another. The teachers encourage independence, encouraging the children to use computers and tape recorders independently and sensibly, which they do. Opportunities for personal development are provided throughout Key Stage 1. Whilst the teachers plan the activities carefully, responsibility is passed to the pupils and the pupils respond well and make good progress. For example, they have responsibility for operating computer programs that are linked to their literacy activities and for using taped stories when appropriate. The pupils in Key Stage 1 offer to fetch books and chairs for one another when necessary and are happy to share equipment, such as glue and scissors, without fuss.
8. The oldest pupils are expected to take on responsibilities and they do so willingly and with great enthusiasm. Assemblies run smoothly with the help of pupils who take responsibility for the taped music and for preparing the overhead projector, ensuring the words of hymns are ready. Year 6 pupils take responsibility for running the school bank. Money is collected from children and amounts are recorded using manual ledgers. However, the computer skills of the Year 6 pupils are developed as they collate the financial information using a data-handling program.

9. The parents commented very favourably on the school's 'Buddy' helper system. Older children apply to become 'Buddies' and take on a range of responsibilities, many of which centre round looking after their younger schoolmates. Under the guidance of a learning support assistant, they take responsibility for organising games at play-times and lunch-times. They meet to determine who will take on particular responsibilities each day. Their involvement in lunch-time and play-time activities and their acceptance of responsibility have been significant factors in ensuring these times run smoothly and with little anti-social behaviour.
10. In discussions, the pupils indicated their appreciation of 'circle time' when they are given the opportunity to discuss issues or problems. The school also perceives this as an important aspect of the pupils' personal development.

Has very good provision for promoting the pupils' spiritual, moral, social and cultural development.

11. Assemblies are a significant part of the school day. Visiting speakers, including the local clergy, add to the pupils' understanding of the world outside school. The assemblies usually follow a common weekly topic and the pupils are given good opportunities to reflect on themes such as forgiveness. The staff make assemblies interesting through the selection of appropriate stories and they are told in a way that makes them relevant and appealing to the pupils.
12. The pupils are provided with opportunities to compare their lives with those of others in lessons. For example, links have been established with a school in another part of the county that serves a multi-cultural community. Visits are also made to places of worship, such as a Sikh temple, enabling the pupils to make comparisons with the school's own well-established Anglican Church links. Links using computers have been made with schools in France and Uganda, which enable the pupils to develop their understanding of other cultures. The school places considerable importance on helping others and the pupils are encouraged to participate in fund-raising activities. Discussions with pupils show they enjoy and appreciate the importance of such opportunities.
13. The pupils' musical and dramatic skills are used to good effect. In addition to the opportunities to perform at school concerts, carol concerts and Harvest Festival services at the churches, the school orchestra and choir are given opportunities to perform at functions outside of school.

Has very effective leadership at all levels, focused on sustaining and improving high standards.

14. There is a very strong commitment at all levels of management, headteacher, governors, staff and parents for maintaining and improving standards. The headteacher has a very clear focus on what needs to be done, the priorities and the timescale. On his arrival at the school, the headteacher perceived the need to create a more cohesive staff, working together to improve standards of teaching and learning. This has been achieved effectively. Through the development of schemes of work and their monitoring of planning, co-ordinators are much more aware of what is being taught throughout the school. The headteacher and senior management team undertake monitoring of teaching throughout the school. The quality of this monitoring is impressive. It is honest in that it highlights what the teachers do well but also how they might improve. There are clear links with the staff development

programme, and areas of teaching that have been identified as in need of improvement have been addressed through appropriate training and support.

15. National initiatives such as the literacy strategy have been implemented effectively. Adaptations to suit the needs of the school have been effectively incorporated into the procedures. For example, additional opportunities for extended writing have been incorporated within the curriculum as a result of the school's analysis of this aspect of their pupils' work.
16. The headteacher makes very good use of the expertise of others. The school recognised the need to improve standards in information and communication technology but limitations on space meant the establishment of a computer suite was not an option. The senior management team and governors with particular skills in computing considered other options and, as a result, purchased portable laptops with wireless connections, enabling Internet access without the need for cables. Teacher confidence has improved, the subject is taught regularly and effectively and pupils' attainment and progress has been raised in the subject.

Has very good procedures for assessing and monitoring the pupils' progress.

17. On his arrival at the school, the headteacher felt there was a certain amount of complacency which led to some pupils not achieving as well as they might. Steps were taken to address this. In addition to the statutory end of key stage National Curriculum tests and assessments that are now undertaken, a number of other assessment activities are undertaken in order to ensure work is matched closely to the pupils' ability. The children are assessed on entry to the school and careful predictions made as to what the pupils should be able to achieve. Regular testing of the pupils is carried out to ensure the pupils are achieving at least what was predicted. The results of tests are used to plan teaching groups, particularly in English and mathematics in Key Stage 2.
18. The school also targets pupils from different ability groups and backgrounds in each year group to determine how well they are performing. Every child has an individual tracking card which is monitored regularly by the headteacher. In addition there is an individual assessment sheet kept in class. There are good procedures in place to ensure the pupils with special educational needs make good progress and the recommendations of the Code of Practice are fully implemented. The emphasis is very much on all members of staff being aware of what the children are capable of achieving, and whether they are achieving as well as they should be.

WHAT COULD BE IMPROVED

Opportunities for the pupils to carry out investigative activities in science and real-life mathematical activities.

19. Although considerable attention has been paid to ensuring that all of the pupils develop good mental skills and a secure understanding of number, there are only limited opportunities for the pupils to use the very good mathematical skills in real life learning situations. More could be done to challenge the pupils' thinking and let them apply their learning to problem solving activities. Similarly in science, pupils need to be presented with more opportunities to carry out investigative and experimental work. Many of the investigations that are carried out are over-directed by the teacher and the pupils have few opportunities to determine how the investigation should be planned and conducted.

The overall quality of teachers' marking of pupils' work.

20. In some classes, the marking of the pupils' written work is of a very high standard and helps the pupils to improve their work. This is particularly so in English where there has been a particular focus on improving the quality of marking and where generally it is of a good quality. However, these high standards are not seen in all classes and for other subjects. At its best, the marking is a clear dialogue between the teacher and pupil. The marking indicates what the pupil is doing well and what might be done to improve the work. Realistic targets for improvement are set and there is evidence that the teacher is monitoring the pupil's progress towards the targets. Where marking is less effective, the process of setting targets and monitoring of progress is not as clear. There is a strong link between the quality of marking and the presentation of the pupils' work. Where the marking is very good so is the presentation of the pupils' work. Corrections are completed and the work improves from week to week. Where this is not the case, there is not the same level of improvement and this is particularly so with the quality of handwriting and spelling. The school has recognised that the quality of marking could be better and has already begun to address the issue. Occasionally, there is an over-reliance on the use of worksheets and this has an adverse effect on the presentation of the pupils' work.

The time taken for numeracy lessons in Key Stage 1 which reduces their effectiveness.

21. The National Numeracy Strategy has been implemented effectively throughout the school. However, in Key Stage 1, the numeracy lessons are frequently too long, and whilst never less than satisfactory, the lessons are not as effective as they might be. The lessons start with a mental arithmetic session, usually taught effectively, although some teachers need to be a little 'pacier' with the activity. The pupils are allowed to spend too long on the group activity session, resulting in them losing interest and becoming bored. Restlessness occasionally follows and the pupils do not make the progress of which they are capable. Reducing the time available to the pupils and encouraging them to work harder at a faster pace would eradicate the opportunities for such restless behaviour. It would also make time available for other curriculum activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Enhance the pupils' skills in investigative and practical science and mathematical activities by:
 - providing the pupils with more opportunities to carry out science investigations;
 - balancing the amount of teacher direction and pupil investigation;
 - reducing the use of worksheets that overly direct the pupils to the required outcome;
 - providing the pupils with more opportunities to use their mathematical skills in real-life problem solving situations.

- Improve the quality of marking and setting targets for improvement by:
 - ensuring that the marking of the pupils' written work is consistent between classes;
 - ensuring realistic targets are set which enable the pupils to see what they need to do to improve their work.

- Maintain the pupils' interest and improve the rate of progress in numeracy lessons in Key Stage 1 by:
 - reducing the length of lessons where they are too long.

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	11

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	39	39	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	280
Number of full-time pupils eligible for free school meals	23

FTE means full-time equivalent.

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	69

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
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	19	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	11	12	11
	Total	28	30	30
Percentage of pupils at NC level 2 or above	School	85 (76)	91 (78)	91 (89)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	19
	Girls	12	11	14
	Total	30	30	33
Percentage of pupils at NC level 2 or above	School	91 (80)	91 (89)	100 (91)
	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	19	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	19
	Girls	18	15	19
	Total	36	33	38
Percentage of pupils at NC level 4 or above	School	95 (83)	87 (89)	100 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	19
	Girls	17	16	19
	Total	33	34	38
Percentage of pupils at NC level 4 or above	School	87 (83)	89 (86)	100 (89)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	237
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)	11
Number of pupils per qualified teacher	22.5
Average class size	28.8

Education support staff: YR– Y6

Total number of education support staff	10
Total aggregate hours worked per week	162

Financial information

Financial year	1999/2000
	£
Total income	445,109
Total expenditure	435,529
Expenditure per pupil	1,562
Balance brought forward from previous year	18,717
Balance carried forward to next year	28,297

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	279
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	3	0	1
My child is making good progress in school.	39	44	11	1	2
Behaviour in the school is good.	26	65	5	1	4
My child gets the right amount of work to do at home.	20	61	17	1	
The teaching is good.	39	47	7	1	4
I am kept well informed about how my child is getting on.	28	44	16	7	2
I would feel comfortable about approaching the school with questions or a problem.	58	33	5	2	0
The school expects my child to work hard and achieve his or her best.	41	46	8	0	3
The school works closely with parents.	36	43	12	6	
The school is well led and managed.	45	36	8	6	2
The school is helping my child become mature and responsible.	34	55	9	0	1
The school provides an interesting range of activities outside lessons.	22	39	13	15	8

Other issues raised by parents

Parents expressed considerable concern regarding the safety of pupils arriving and leaving school due to the lack of a school crossing patrol on a very busy road. Observations during the inspection show the road to be very dangerous.