

INSPECTION REPORT

KENTS HILL INFANT SCHOOL

South Benfleet, Essex

LEA area: Essex

Unique reference number: 115050

Headteacher: Mrs S M Tait

Reporting inspector: Mrs S D Morgan
1355

Dates of inspection: 25th – 26th February 2002

Inspection number: 198008

Short inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7 years
Gender of pupils:	Mixed
School address:	Kents Hill Road South Benfleet
Postcode:	SS7 5PS
Telephone number:	01268 792500
Fax number:	-
Appropriate authority:	The governing body
Name of chair of governors:	Mr L Pipe
Date of previous inspection:	October 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kents Hill is a large infant school. It has 213 full-time pupils on its roll, aged 5-7, and 21 part-time pupils in reception. The number of boys and girls is similar, although there are more girls than boys in Year 2. Almost all pupils are white. Only one pupil speaks English as an additional language. Pupils are mostly from average socio-economic backgrounds. Almost nine per cent of pupils are entitled to free school meals, which is below the national average. The attainment of pupils on entry to the school is below average in communication but broadly average in other areas of learning. The proportion of pupils who have special educational needs, at just under fifteen per cent, is below the national average. Less than one per cent of the pupils, a below average proportion, have statements of special educational need. Most pupils' special needs relate to learning difficulties, although a small number have emotional and behavioural problems. Kents Hill is taking part in local and national initiatives, such as being a member of the Essex Healthy Schools Partnership, and gained Investors in People status in 2001.

HOW GOOD THE SCHOOL IS

This is a very effective school. Relationships are excellent and the school has a very positive learning environment in which staff and pupils work hard. The leadership and management of the headteacher and senior staff are excellent and promote standards that are well above average in reading, writing and mathematics by the end of Year 2. The quality of teaching is very good, with particular strengths at the Foundation Stage and in English and mathematics. Very good use is made of information about how well pupils are getting on to help teachers plan their work effectively so that pupils make very good progress. The school provides very good value for money.

What the school does well

- Pupils do particularly well in reading, writing and mathematics and standards in national assessments in Year 2 are well above average.
- Pupils learn effectively because teachers know them well, plan work carefully to meet their needs and are ably supported by parents.
- Relationships throughout the school are excellent, and pupils are very keen to learn and work well together.
- Pupils are provided with a wide range of work and activities that are interesting and relevant.
- The headteacher, senior staff and governors provide excellent leadership and management. They have effectively focused on developing a team of teaching and support staff who work well together to provide a caring environment in which each child is valued and encouraged to succeed.

What could be improved

- No major issues were identified during the inspection.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in 1997, it was judged to have many good features. Since then it has made good improvement. Strengths identified by the last inspection have been maintained or built upon further. The quality of teaching has improved, with a significantly higher proportion of lessons being very good. This is having a positive impact on standards. Provision for pupils' spiritual, moral, social and cultural development has improved.

The key issues from the last inspection report have been dealt with systematically. For example, procedures for assessment, together with the use of assessment information, are now very good. Subject co-ordinators now monitor effectively and take action to improve standards further, and the outside play area for children in the reception classes has been improved. The school continues to seek improvement in all aspects of its work.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	A	A	B
writing	A	B	A	B
mathematics	A	A	A	A

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

Results in national tests in Year 2 have been consistent in English and mathematics. In 2001, they were well above average in reading, writing and mathematics. Compared with schools with a similar proportion of pupils eligible for free school meals, results were good in reading and writing and very good in mathematics. Teacher assessments in science were in the highest five per cent nationally at the expected level 2. Results indicate that pupils' achievements overall are very good and current standards are similar. The school's targets for future results have been based on careful analysis of the school's assessment of what pupils have achieved so far and are ambitious. In 2001, the school exceeded almost all its targets.

In the Foundation Stage, children learn successfully in all areas of the curriculum and achieve well in relation to their varying starting points. By the end of the reception year standards overall are above national expectations. Provision gives children a very good start to their education. Current standards in information and communication technology (ICT) are average. In other subjects, there is evidence of good standards and pupils achieve very well. For example in art, a good range of media is used leading to some high quality painting, drawing, printing and collage work. The range of written work in other subjects, such as history, geography and religious education is good. Throughout the school, the presentation of pupils' written work is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to their work and to school. They enjoy their lessons and work very hard. These positive attitudes make a significant contribution to the progress that they make.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They are courteous and sensible in lessons and around the school. There were no exclusions during the past year.
Personal development and relationships	Relationships are excellent in the school. Adults show respect for pupils and this helps them to become mature, independent and to help each other readily.
Attendance	Attendance is above the national average and there are very few unauthorised absences.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2
Quality of teaching	Very 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.

There are many strengths in the quality of teaching and learning throughout the school. Teaching was satisfactory or better in all of the lessons observed and very good in a significant number. This is an improvement since the last inspection. The quality and amount of written work indicate that teachers use the time available effectively, and pupils put considerable effort into their work and take care to improve their presentation skills. The teaching of English and mathematics is very good. A significant strength of the teaching in other lessons is the focus on the development and application of pupils' literacy and numeracy skills. This builds pupils' confidence and enables them to make very good progress over time. Work is very well planned to meet the needs of all pupils and to develop systematically their skills and understanding. In many lessons, activities were varied and interesting and support staff were used very well to help pupils with special educational needs. Relationships between staff and pupils were excellent. Teachers had high expectations of all pupils and organised and managed classroom activities very well. Pupils were interested in the activities and worked hard to complete the tasks.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality, range and balance of learning opportunities provided by the school are very good. A particular strength is the teaching of basic skills and their use across all subjects. A good range of extra-curricular activities further enriches pupils' experiences. Very good planning and provision throughout the school ensures pupils of all levels of attainment make very good progress.
Provision for pupils with special educational needs	Provision for pupils of all levels of need is very good. Pupils' individual education plans are regularly reviewed and information is used by teachers to meet their needs. This promotes both their academic and personal development.
Provision for pupils with English as an additional language	The school makes very good provision for the very few pupils who speak English as an additional language. Emphasis is placed on using practical activities to develop spoken language skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school makes very good provision for pupils' spiritual and cultural development across all areas of the curriculum. Provision for pupils' moral and social development is also very effective and is reflected in the school's very positive ethos.
How well the school cares for its pupils	The school cares for its pupils very effectively. Staff know pupils very well and every pupil is valued and made to feel special. Child protection procedures are good. Health and safety procedures are particularly effective. Assessment systems are excellent and information is used very effectively to help teachers meet the needs of individual pupils. This helps raise standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She has clear goals for the school, and her vision is shared by staff, parents, governors and pupils. Staff work very well as a team to put it into practice. Senior staff and subject co-ordinators monitor the quality of teaching and learning very effectively and this helps standards improve further.
How well the governors fulfil their responsibilities	Governors know the school very well and the governing body fulfils its statutory responsibilities very effectively. Governors are strongly committed to providing the best possible learning environment for pupils.
The school's evaluation of its performance	Systems for evaluating the school's performance are excellent. The information gathered is used extremely effectively to maintain high standards and strive for further improvement.
The strategic use of resources	Finances are used wisely. All spending is carefully considered and this is reflected in areas such as the training and use of support staff, very good quality resources, and the overall quality of accommodation. The principles of best value are very well applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good and the school helps their children become mature and responsible. • Teaching is good and the school expects their children to work hard and achieve their best. • The school works closely with parents and keeps them informed about how their children are getting on. • They feel comfortable about approaching the school with questions or a problem. • Their children get the right amount of homework. • The school is well led and managed. 	<ul style="list-style-type: none"> • No significant issues were raised

Parents expressed great satisfaction with what the school provides and what their children achieve. The inspection team agrees with parents' positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils do particularly well in reading, writing and mathematics and standards in national assessments in Year 2 are well above average.

1. Over the past three years pupils have consistently achieved standards in reading writing and mathematics that are well above the national average. In 2001 compared with similar schools, results were good in reading and writing and very good in mathematics. The performance of both boys and girls exceeds the national average in all areas.

2. When children enter the reception classes, their overall attainment is broadly average, although a significant number have below-average communication skills. Children learn successfully in all areas of the curriculum and achieve well in relation to their varying starting points. By the end of the reception year standards overall are above national expectations. The quality of education provided gives children a very good start to their education. Their communication skills improve considerably through consistent well-planned activities to extend speaking and listening. For example, each child is given the opportunity to take one of the class toy pets named “Dino and Whiskers” home each day. The child’s family writes a diary explaining what the pet has done and this is read out by the class teacher. The children listen very carefully to tales of the pet’s exploits, and then take part enthusiastically in discussions. Children listen carefully to stories, and most identify initial sounds in words and handle books with care. Many children are able to write their name and enjoy other writing activities. Higher-attainers write simple words. Strong emphasis is given to developing children’s mathematical skills. Their mathematical vocabulary is systematically developed during practical activities. Most understand different ways of recording numbers to 10, recognise numbers and can count to 10.

3. In Years 1 and 2 pupils are provided with a wide range of well planned opportunities to develop their writing skills. This is reflected in the 2001 national test results, in which almost all pupils achieved the expected level 2, and almost a fifth achieved level 3. In Year 1, they use punctuation, such as full stops and capital letters. Their handwriting develops and becomes clear and well formed. Pupils add interest to their writing by using adjectives, for example when describing a wolf in a story. In Year 2, most pupils write with confidence and use writing frames and personal dictionaries to help them structure their work and ensure that spellings are accurate. The use of more complex punctuation, such as speech marks, is regularly seen in their work. Higher-attainers write for different purposes and become more adventurous. They successfully use a range of vocabulary to make sentences interesting, for example using words such as *scrambled* and *slithered* to describe animal movements.

4. Pupils enjoy reading and are able to sustain concentration for long periods. Standards are well above average. In the 2001 national tests, over two-fifths achieved the above-average level 3 and a high proportion reached the expected level 2. Opportunities are provided for pupils to read with the whole class and individually. Reading is well taught and pupils are provided with the necessary support to help them both with reading and spelling. When reading stories, teachers are enthusiastic and convey their love of books. This helps promote pupils’ enjoyment of reading. Older pupils read with expression and develop an understanding of the characters in stories. Higher-attaining pupils read confidently in front of the whole class. As they progress through the school, pupils’ speaking and listening skills develop very well. Older pupils are able to speak fluently, for example when in discussion with adults. They respond well to opportunities to express opinions, such as in the school council and during the inspection when speaking to inspectors.

5. Throughout the school, the mathematics curriculum is very well planned to meet the needs of all

pupils. All aspects of the National Curriculum are systematically covered. A good combination of mental maths activities, basic skills and simple problem solving is used. Pupils' understanding of mathematical symbols is consistently developed together with a range of mathematical vocabulary. In the 2001 national tests, half of the pupils achieved the above average level 3 and all others achieved the expected level 2. By the end of Year 2, pupils record their work neatly using correct mathematical symbols. They know the multiples of numbers such as two, five and ten. Average pupils have a sound understanding of numbers up to a hundred and many higher-attaining pupils have a good understanding of much higher numbers. Pupils understand fractions such as a half and a quarter and estimate using measurement and weight. A particular strength in the work is the range of data handling activities completed. Pupils use simple tables to record data and then represent these effectively using bar charts. Higher-attaining pupils apply their skills to real life situations. For example, in the extension group pupils were collating information gathered by the school council. They then put the information into graph form for presentation to the school council and governors. Higher-attaining pupils complete calculations using division and add and subtract using hundreds, tens and units.

6. Very effective planning for the development of literacy and numeracy skills has a significant impact on the progress made by pupils. A well-organised reading recovery programme supports those pupils who are slower at developing reading skills. Very good use is made of support staff. They are knowledgeable and well prepared by teachers. This enables them to make a significant contribution to pupils' learning during group activities. Demanding work is set for the highest-attaining pupils in extension literacy and numeracy sessions and this enables these pupils to achieve very well.

Pupils learn effectively because teachers know them well, plan work carefully to meet their needs and are ably supported by parents.

7. The quality of teaching and learning is very good and shows improvement since the last inspection. This is evident from the lessons observed during the inspection, the quality and range of pupils' work over time and the standards achieved. The headteacher has been successful in developing a team of staff that has a good range of teaching skills and expertise. Expertise is shared and this ensures that all pupils receive teaching that is of a consistently good standard. The feeling of teamwork permeates the whole school and is mentioned by teachers, support staff, governors and parents as being a key feature in the school's success.

8. Teachers are hard working and dedicated. They build excellent relationships with pupils. There is a sense of care and warmth in classes where teachers and support staff strive to ensure that every pupil feels valued and special. Throughout the school teachers manage classroom activities well and create a stimulating learning atmosphere. They consistently encourage and support pupils and give praise for good work. This develops pupils' confidence and self-esteem and encourages them to continue to persevere even when they find some tasks difficult. Parents commented that high standards are expected but in an environment that is not pressurised. The pride that pupils take in the presentation of their work, together with the significant amount produced in books reflect teachers' high expectations. Teachers show that they value pupils' efforts by producing high quality displays of work in classrooms and around the school. With the help of parents they also mount work in books so that each child has a high quality record of what has been achieved. All of these features lead to pupils achieving very well over time.

9. The planning of lessons is a real strength. A broad range of activities is planned. There is a strong emphasis on ensuring that pupils apply their literacy and numeracy skills to all areas of the curriculum. For example, pupils give detailed accounts in history of the Great Fire of London and well written accounts of practical investigations in science. Teachers in the same year group plan together and this

ensures consistency between classes. Planning is carefully monitored by the headteacher and subject co-ordinators to ensure that work builds on pupils' previous experiences and covers the National Curriculum. Work is very well planned to meet the needs of pupils with special educational needs. Targets on individual education plans are precise and used by teachers and support staff. Well-trained support staff work very closely with class teachers to modify work. This enables those pupils with learning and behaviour difficulties to be included in class activities and make very good progress. Work is well planned to meet the needs of any pupils learning English as an additional language and additional expertise and guidance is sought by the school when required. The needs of the highest-attaining pupils are met through planning challenging activities in literacy and numeracy extension classes. This enables these pupils to remain motivated and achieve very well.

10. In the best lessons, teachers show great enthusiasm and capture pupils' interest. A very good range of plants such as primroses, herbs and houseleeks was used to introduce a Year 1 science lesson. Pupils were learning to name the parts of a plant and the conditions that it needs to grow. The teacher talked engagingly about her own garden and her love of plants. Pupils listened carefully and when examining the plants took great care not to damage them in any way. In their discussions, they showed a good understanding of the function of the parts of the plant such as roots and leaves. Pupils are given every opportunity to make progress because teachers ensure that they have all the support they need to learn the task. For example, in a Year 1 literacy lesson on planning a story, pupils were encouraged to use personal dictionaries and provided with helpful phrases and words to enable them to write an imaginative opening to a story about *The Gingerbread Man*.

11. The school helps and encourages parents to support their children's learning in a variety of ways. Parents provide valuable help in classrooms, working with small groups and running activities such as cooking and ICT. They help teachers mount and display work and help children select new library books to take home. Parents are provided with good information and guidance on areas of work to be covered in each class, for example specialist vocabulary for literacy and numeracy. They commented that this enabled them to support their children' learning at home. The school also runs workshops to extend parents' expertise, for example in ICT, as well as holding meetings about new initiatives.

Relationships throughout the school are excellent, and pupils are very keen to learn and work well together.

12. Relationships are excellent within the school. The school's very strong ethos ensures that everyone is highly valued. Pupils treat each other with kindness and respect. In discussions, pupils said that "people are very nice here". They added that teachers were always willing to help. In lessons, pupils listen attentively to teachers and each other. Adults continually praise and encourage pupils, which helps to develop their self-confidence. The recently formed school council is taken very seriously by all involved and pupils' suggestions are formally presented to the governing body.

13. Encouragement for pupils to become mature and independent is consistently given. Even the youngest children in the reception classes after doing practical activities such as cutting and sticking tidy away sensibly, returning scissors and glue pots and wiping down their tables.

14. Pupils clearly enjoy coming to this school and are enthusiastic learners. Many hands go up when a teacher asks a question and they settle quickly to independent tasks. These attitudes help to ensure that all pupils make very good progress.

Pupils are provided with a wide range of work and activities that are interesting and

relevant.

15. The curriculum is carefully planned to provide a rich and stimulating range of activities. Available curriculum time is used well to ensure good coverage of all National Curriculum subjects and religious education. Planning indicates that the staff take every opportunity to make the work interesting, for example using the school environment to study plants and animals in science. Stimulating resources are used to support pupils' learning. All are of good quality, many being made by staff. Good quality computer resources are available and used frequently. Opportunities for pupils to develop their ICT skills are carefully planned into activities and new skills are regularly taught to small groups in the ICT suite by well-trained support staff. These skills are then applied in pupils' work.

16. A significant strength is the links made between subjects and the promotion of literacy and numeracy in all areas of the curriculum. For example, pupils collect information in science, and use their numeracy skills to record and represent it using tables and bar charts. In the Foundation Stage, children's mathematical language such as *over*, *under*, *next to* and *above* is developed in physical education lessons. Strong links are evident between history and art. After writing about the Great Fire of London pupils produced striking paintings of good quality depicting the events, and used simple mapping skills when studying where the fire started. In ICT, pupils graphics skills are developed and used effectively to support their artwork. After studying the paintings of famous artists such as Kandinsky and Mondrian as a stimulus, they used a graphics package to produce effective drawings. Careful planning ensures that the curriculum is varied and relevant. A range of religions is studied from the Foundation Stage and pupils learn about the cultures and beliefs of others. The differences and similarities are discussed and by the time they are in Year 2 pupils have developed a good knowledge and understanding. For example, when talking to pupils, they enthusiastically discussed Jewish festivals, talking particularly about Purim, which was being celebrated at the time of the inspection. Pupils are also encouraged to take the *Kents Hill Bears* on holiday and take photographs and send postcards from the places they visit. Pupils eagerly engage in this activity. The result is a stimulating display using a world map illustrating all the places visited. This helps support and develop pupils' understanding of world geography. This varied approach ensures good coverage of the National Curriculum as well as ensuring that basic skills are consistently developed and applied.

17. For pupils of this age the provision for extra-curricular activities is good. A range of visits and visitors enhance pupils' learning experiences and add breadth to the curriculum. Good use is made of local resources such as Benfleet Railway Station and visits to local businesses. Other visits, such as those by Year 2 to Aklowa African Village, near Stanstead, and Year 1 to the Museum of Kent Life support pupils' learning about the wider world and the past. Visits to the school by theatre companies, music groups and people from the community, such as the local mayor, community police officers and an Air Ambulance paramedic, support pupils' personal and cultural development effectively. Older pupils sing in the area music festival. Recently, a whole school art day was organised, which involved Year 6 pupils from the junior school. Good provision is made for pupils' social and moral development. For example, circle time provides opportunities for discussion of a range of issues. Pupils undertake activities for local elderly residents, such as making Christmas cards and giving Easter eggs. The school also collects for a wide range of charities, such as Little Havens Hospice and the British Red Cross.

The headteacher, senior staff and governors provide excellent leadership and management. They have effectively focused on developing a team of teaching and support staff who work well together to provide a caring environment in which each child is valued and encouraged to succeed.

18. The headteacher provides excellent leadership. She has a clear vision for the development of the school and a determination to provide pupils with high quality learning experiences. Good teamwork has been successfully developed which ensures that staff, governors and parents share and work towards the same aims. These are based on creating a very caring and supportive environment, which focuses clearly on raising pupils' achievements, and which treats each child as an individual. The strengths commented upon in the previous inspection report have been built upon. The headteacher is highly respected by parents. They commented about the very caring ethos of the school and said that the head was always available to discuss important issues when they arise.

19. Senior staff are effective in their roles. The school is self-evaluative and looks to identify areas for development, so that further improvements can be made. Management team members analyse school results and prepare information for staff on strengths and weaknesses. These are then discussed so that action can be taken. Pupils' progress is rigorously tracked and information shared with staff to enable appropriate work to be planned. Subject co-ordinators effectively monitor teaching and learning in their subjects and know the strengths as well as identifying areas for further improvement. Teachers commented that they saw monitoring as helpful in developing their skills and helping pupils learn more effectively. The school's clear commitment to raising pupils' achievement is seen in the standards attained at the end of Year 2.

20. All members of staff are valued, and their ideas, as well as those of governors, contribute to the school's improvement plan. Good channels of communication exist at all levels in the school. The headteacher meets regularly with support staff to discuss their work. Support staff feel that their comments and suggestions were taken seriously and often acted upon. They are fully involved in the life of the school. The work of the school is supported well by a hard working and competent site manager, together with good administrative staff and mid-day supervisors. They are welcoming and efficient and reinforce the school's caring ethos in their work.

21. The headteacher, governors and staff have a close working partnership. Governors are very committed, knowledgeable and well informed. They know the strengths and areas for improvement of the school well. Their involvement in the life of the school is significant. A programme of visits enables governors to monitor work in classrooms. The results are discussed at governors meetings. Governors are also linked to subjects and regularly meet with subject co-ordinators to discuss standards and developments. Governors are well trained and have a range of expertise. They are fully involved in the improvement-planning process and regular reviews of progress. Financial planning and monitoring are of very good quality, and so the school is very well resourced and support staff are well trained and deployed. Appropriate steps have been taken to manage the financial implications of a temporary decline in the number of pupils attending the school. All of these factors lead to the governors being very effective in their role as critical friends of the school.

WHAT COULD BE IMPROVED

22. No major issues were identified during the inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. Inspectors found no need to make any recommendations beyond those already in the school's improvement plan.

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	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	6	1	0	0	0
Percentage	0	59	35	6	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	213
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	31

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	12
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	48	42	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	44	45	48
	Girls	40	41	42
	Total	84	86	90
Percentage of pupils at NC level 2 or above	School	93 (91)	96 (89)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	45	46	48
	Girls	41	41	42
	Total	86	87	90
Percentage of pupils at NC level 2 or above	School	96 (89)	97 (94)	100 (99)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	172
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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: Y R – Y2

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: Y R – Y 2

Total number of education support staff	7
Total aggregate hours worked per week	148

Financial information

Financial year	2000/2001
	£
Total income	496,503
Total expenditure	493,700
Expenditure per pupil	1,891
Balance brought forward from previous year	53,991

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	123

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	2	0	0
My child is making good progress in school.	72	25	2	0	2
Behaviour in the school is good.	68	30	1	0	1
My child gets the right amount of work to do at home.	53	42	2	0	2
The teaching is good.	80	20	1	0	0
I am kept well informed about how my child is getting on.	63	29	5	1	2
I would feel comfortable about approaching the school with questions or a problem.	82	16	2	0	0
The school expects my child to work hard and achieve his or her best.	78	20	1	0	1
The school works closely with parents.	69	28	2	0	2
The school is well led and managed.	86	12	0	0	2
The school is helping my child become mature and responsible.	72	25	0	0	3
The school provides an interesting range of activities outside lessons.	33	33	13	2	18

- figures may not add to 100% due to rounding.

Other issues raised by parents

Parents expressed great satisfaction with what the school provides and what their children achieve, both in the questionnaire responses and at the meeting held for parents.