

INSPECTION REPORT

**GROOMBRIDGE ST THOMAS'S CHURCH OF
ENGLAND AIDED PRIMARY SCHOOL**

Groombridge

Tunbridge Wells

LEA area: East Sussex

Unique reference number: 114559

Headteacher: Mr Andrew Raven

Reporting inspector: David Welsh
OFSTED No: 10992

Dates of inspection: 31 October – 1 November 2000

Inspection number: 224236

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Church of England Aided
Age range of pupils:	4 to 11 Years
Gender of pupils:	Mixed
School address:	Corseley Road Groombridge Tunbridge Wells East Sussex
Postcode:	TN3 9SF
Telephone number:	01892 864305
Fax number:	01892 863657
Appropriate authority:	The governing body
Name of chair of governors:	Dr Peter Steel
Date of previous inspection:	11 – 14 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
David Welsh (Ofsted No: 10992)	Registered inspector
Joan Fraser (Ofsted No: 16718)	Lay inspector
Ann Mason (Ofsted No: 20615)	Team inspector

The inspection contractor was:

Cambridge Education Associates Limited
Demeter House
Station Road
Cambridge
Cambridgeshire
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	12
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	14
PART C: SCHOOL DATA AND INDICATORS	15

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Thomas's Church of England Voluntary Aided Primary School is situated in the village of Groombridge near Tunbridge Wells in the County of East Sussex. There are 181 pupils who attend full-time. The school has grown in number since the last inspection and has increased its admission number to 30. It is nearly full and regularly oversubscribed. Pupils are usually admitted to the school in the term after their fourth birthday. Few join and leave the school other than at the normal times of September and July. Nearly all pupils are of European origin and live in the villages of Groombridge, Lye Green, Eridge and Blackham. English is the main language for all pupils. The proportion of pupils on the special needs register, including those with a Statement of Special Educational Need, is below the national average. Assessment on entry shows that the general attainment of the pupils is above average. The proportion of pupils eligible for free school meals is small and well below the national average.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. The school has continued to improve in many aspects at a time of significant growth. Strong leadership and good teaching ensures that the school is effective, with pupils at the age of 11 attaining standards in English and science at least in line with the national average and often above. Standards in mathematics are higher. Taking into account the high levels of income per pupil the school gives satisfactory value for money.

What the school does well

- Attainment in mathematics and art is very high.
- The pupils enjoy school, are eager to learn and always do their very best. The pupils behave well.
- The provision for moral and social development is very good.
- Overall, teaching is good with nearly a third of the lessons observed being very good.
- The school involves parents very well in the daily life of the school.
- The headteacher, with the support of governors, staff and the wider community, creates an ethos that strongly supports learning.

What could be improved

- Planning what needs to be done to make teaching and learning even better.
- The way that parents are involved in decisions about the Individual Education Plans for their children.
- The role of the class parent representative lacks clarity and is not implemented consistently.

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 previously inspected in March 1996 and since that time improvement has been good. Standards in the core subjects of English, mathematics and science have been maintained in line with the national trend and there have been improvements in other areas, notably art. All the action points from the last inspection have been tackled well. Teaching has improved, overall, and especially for the pupils with special educational needs. Additional learning support assistants have been employed. Assemblies and lessons in geography and art in particular, have provided pupils with more opportunities to learn about other cultures. There has been substantial investment in the new school buildings and in equipment for information and communication technology. The literacy and numeracy strategies have been adopted successfully.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A	C	D
Mathematics	A*	A	A*	A
Science	A*	A	C	E

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

Since the last inspection the school has maintained standards in English, mathematics and science at least in line with the national average. In most years, the school's results in Year 6 have been above or well above the national average and they have continued to rise in line with the national trend. The school's performance in the national tests in mathematics in 2000 is in the highest 5 per cent nationally. The results in English and science in 2000 are not as high as in previous years but the evidence provided by the school shows that almost all pupils have made satisfactory progress over the past four years and many pupils have made good progress. The school is smaller than the average and each cohort is not of a similar ability resulting in variations from year to year. In general, the school has continued to increase the proportion of pupils attaining above-average results at the age of 11 in English, mathematics and science. In 2000, the proportion of pupils attaining above-average results at the age of 11 in English and science was slightly less than in 1999 and the main reason for the school's weaker performance when compared with similar schools. Also, there was a greater number of pupils with specific special educational needs relating to literacy that affected results in English and science. The school has set itself realistic targets based upon prior attainment in English, mathematics and science for the years 1999 to 2001 and it achieved them in 1999. In 2000, the school met its targets in mathematics and science but failed to meet its target in English, partly due to the absence of one pupil. Attainment in other subjects is generally in line with expectations of pupils aged 11 except for art, which is much higher.

Children in the reception class are likely to attain the Early Learning Goals by the end of the Foundation stage. Standards at the end of the infant stage are above the national average in reading, writing and mathematics. In other subjects they are at least in line with those expected of pupils aged 7.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school. They are well-motivated, apply themselves well to the task and sustain concentration for extensive periods of time.
Behaviour, in and out of classrooms	Behaviour is very good in classrooms, in the playground and around the school.
Personal development and relationships	Relationships are very good. Pupils are keen to help and able to take responsibility when given the opportunity.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

- Teaching is good, overall, and in the lessons observed was never less than satisfactory. This is an improvement on the findings reported in the last inspection.
- Teaching was very good in 30 per cent of lessons observed, good in 45 per cent and satisfactory in 25 per cent.
- In the reception class [the foundation stage] teaching was never less than good and in 17 per cent of lessons it was very good, helping children to make a good start.
- Teaching in mathematics is very good, resulting in very high standards.
- Teaching in English is good, overall. It ranges from satisfactory to very good.
- Teaching of numeracy is very good and teaching of literacy is good, although the elements of guided reading and guided writing were not seen during the inspection.
- Teaching of pupils with special educational needs is good. Learning support assistants make a valuable contribution to the pupils' learning and this helps the pupils to make good progress.
- Particular strengths in teaching are the very good planning, clear learning objectives and high expectations of pupils in work and behaviour.
- Pupils are keen to learn and make appropriate progress in all lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum covers the full range of subjects, although insufficient time is given to subjects other than English, mathematics, science and art.
Provision for pupils with special educational needs	Good. Learning support assistants work well with teachers to meet the needs of pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school promotes the pupils' moral and social development very well. Spiritual development is promoted most strongly through assemblies. The pupils' awareness of other cultures is more effectively promoted than reported at the last inspection.
How well the school cares for its pupils	Staff know their pupils well and take much interest in them as individuals. The school has effective procedures to ensure the safety of its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the school. He is well supported by staff and governors in providing an ethos for learning in which high achievement, enthusiasm for learning and pupils' personal development built on caring relationships are the prime aims.

How well the governors fulfil their responsibilities	The governors are well aware of their statutory responsibilities and have appropriate committees to ensure that they are met. They monitor the curriculum through visits to the school but they need to ask more rigorous questions about the school's standards. They have not yet been involved in a process of self-review to ensure their effectiveness.
The school's evaluation of its performance	The school has good procedures for monitoring the standards it achieves and monitors teaching through a programme of classroom observation. It does not analyse the data from national tests sufficiently to identify strengths and weaknesses in the children's learning or use base-line assessments to forecast results in the tests when children are 7.
The strategic use of resources	The school makes very good use of its financial resources as a result of applying the principles of best value when allocating resources.

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. • The teaching is good. • The school expects the children to work hard and achieve their best. • They feel comfortable about approaching the school with questions or a problem. • Behaviour in the school is good. • The school is helping children to become mature and responsible. • The children make good progress in school. • The school is well led and managed. 	<ul style="list-style-type: none"> • The school to work more closely with parents. • Activities outside lessons. • Clearer role for parent representatives in each class. • Identification of special educational needs, particularly dyslexia.

The inspectors endorse parents' positive comments. Inspectors do not agree with the concerns expressed about activities outside of lessons. The range of activities at lunch-times and after school is not restricted to sports and is greater than that most often found in schools of a similar size. On most matters the school works closely with parents and gives them opportunities to raise any matter that is of concern but parents of pupils with special educational needs are not sufficiently involved in reviewing their children's Individual Education Plans. Apart from this, the procedures for identifying pupils with special educational needs are good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in mathematics and art is high.

1. The pupils achieve very high standards in mathematics and in art in the national tests as a result of the very good teaching.
2. Good use is made of the substantial daily allocation of time, which is devoted to the development of skills of numeracy and mathematics. In the reception class the children learn their numbers to 20 and beyond. The teachers introduce interesting and challenging activities that enthuse and challenge the children. Through number rhymes, such as “One, two, three, four, five”, the children learn the order of numbers. They make towers using bricks and they count them with an adult. Children use a washing-line on which socks are hung and, supported by an adult, they learn to estimate how many socks there are and then count them to see if they are right. They sort the socks into pairs and into different colours. They use computers to match objects of similar size and pattern.
3. Other elements of mathematics are learnt, together with their relevance in everyday life. In Year 2, pupils are taught to recognise and name a variety of solid shapes, such as cones, triangular prisms, spheres, cuboids and tetrahedrons, and they identify everyday objects that match. Pupils learn to recognise them through their properties, the number of faces, edges and corners. Pupils build some of these shapes using ‘poleidoblocks’ and ‘polydron’ before describing their shapes to other pupils. The above-average pupils are challenged to recognise and name shapes from descriptions using faces, edges and corners. They are then challenged to make up their own puzzles for their peers.
4. In the previous inspection it was reported that pupils had insufficient opportunities to develop their oral computational skills. As a result, the school introduced measures to improve the pupils’ abilities and these have been strengthened by the adoption of the National Numeracy Initiative. Pupils in Year 2 learn to count in twos, fives and tens, starting at any number below 100. They also learn to count backwards using the same numbers. Pupils are encouraged to look for patterns and above-average pupils already realise that counting in fives has a pattern of odd, even, odd, even and that all multiples of 10 end in a zero. This understanding is heightened by the use of effective questions such as, “What can you tell me about this sequence of numbers?” By Year 6, pupils are counting in sixes and writing out their answers to help them with their work on mean averages. They apply their learning very well, for example, during a science experiment to find out which fruit juice had the most vitamin ‘C’. To complete the experiment it was necessary to calculate the mean average of a series of six numbers. Pupils were able to round numbers up and down to help them with their calculations. They carried out this work with considerable enthusiasm as they could see the importance and relevance of the task. In Years 4, 5 and 6, pupils are set homework each week and this is based on the completion of mental calculations. This is a significant factor in the high standards achieved by the pupils.
5. No lessons were observed during the inspection but from work on display it is clear that art remains a strength of the school. It has been given a significant proportion of curriculum time and pupils achieve very high standards. Pupils are encouraged to develop good observational skills and this is apparent in much of their work. They use a wide range of medium in both two and three dimensions and paint, chalk, charcoal, string and wax resist are used on paper and on fabric. There are some fine examples of small squares of African patterns, made by painting wax on fabric, which have been sewn into large wall hangings. There are many types of fabric collages, both paper and fabric weaving, sewing, bead necklaces and models of African huts and machines. The pupils’ experiences in art enhance their knowledge and understanding of other cultures. Pupils say they enjoy art and they are proud to talk about what they have done. All this work is displayed attractively around the school and this has a positive impact upon the pupils’ learning by enhancing their feelings of self-worth.

The pupils enjoy school, are eager to learn and always do their best. They are well-behaved.

6. On their questionnaires, nearly all parents indicated that their children like school. Conversation with pupils confirms this. Pupils arrive promptly and they settle quickly into the school's routines. They have very good attitudes to school and with very few exceptions they behave well in class. Pupils concentrate very well in lessons and they take pride in their work, which is neatly presented. They take care with their artwork and with their handwriting. They respond enthusiastically to teachers' questions and are keen to participate in class discussions. They move around the school in an orderly manner; for example, when they go to assemblies, to lunch and to physical education lessons. They enjoy taking part in assemblies and in extra-curricular activities. Pupils complete their homework conscientiously. They take seriously the school's approach to target-setting and they are rightly proud when they meet their targets. This has a positive effect on pupils' attainment. The pupils are keen to take responsibility and are pleased to help whenever they can. They are ready to take on further responsibilities.

The provision for social and moral development is very good.

7. Social skills are promoted very well. Staff are good role models. Teachers and learning support assistants work very well together and when other adults are also in the class they too are clearly part of the teaching team. From the earliest days in the reception class, the children are encouraged to work well together, for example, in pairs on the computers and in larger groups when they build constructions using 'LEGO'. They learn good manners when they eat and drink their mid-morning snack. In Year 4, pupils work together in small groups when they design a group performance using jumps, rolls and balances. By Year 6, the pupils share out the responsibilities when engaged in a science experiment. The result is that pupils have very good relationships with one another and with adults.
8. The pupils' moral development is promoted very well. In every class the rules for good behaviour are clearly displayed for the pupils to see. Older pupils are encouraged to care for and help the younger children in the school through the 'buddy' system. In assemblies, stories with a moral are used and explained to the children. Pupils are taught to appreciate other pupils' efforts through the 'celebration' assembly and in lessons; for example, when pupils in Year 4 applauded others for their efforts in designing a group sequence of movement. Teachers respond to pupils sensitively, for example, when pupils give wrong answers to questions and this gives pupils the confidence to continue to participate in whole-class and large group discussions.

Overall, teaching is good, with nearly a third of lessons observed very good.

9. Teachers prepare their lessons thoroughly. In most cases, they identify precise learning objectives and in the best lessons these are shared with the pupils at the beginning of the lesson. In the best lessons, teachers explain clearly the relevance of the task. They group the pupils carefully, varying the activities, choosing the best methods to use and deciding how to assess what the pupils learn. Teachers and learning support assistants work well together to ensure that pupils are well supported. Lessons proceed at a good pace and are well-structured to sustain the pupils' interest. These features, together with the teachers' enthusiasm and their positive attitude to discipline, contribute significantly to the high standards achieved and the progress pupils make.
10. In the reception class, the teacher uses strategies to capture the enthusiasm of the children. Two children are given a number of sweets. The remainder of the group have to decide which child has the most and which the least. Effective questioning establishes whether children can count accurately and whether they understand the terms 'more' and 'less'. Adults record assessments of each child's ability to complete the task.

11. Challenging tasks are set in a Year 5 class in a geography lesson. Pupils research for answers in atlases and relate what they find to what they already know; for example, the flag to the music of the country. While pupils are engaged in these tasks the teacher asks questions of pupils that focus on possible difficulties, such as “Where will you find Ireland in the index?” The pupils respond positively and enjoy the challenge of the learning.
12. Within the lessons, teachers explain the relevance of the task. In a Year 2 mathematics lesson, for example, when the pupils learn about solid shapes, the teacher uses everyday objects such as a breakfast cereal box to illustrate them. Pupils are encouraged to identify other shapes that are in common use. In Year 6, the pupils learn about the mean average. This is the direct result of needing to compare data from a science experiment carried out the day before. Pupils’ interest and enthusiasm are heightened and this affects their learning positively.

The school involves parents very well in the daily life of the school.

13. Partnership with parents is a strength as identified in the previous inspection report. Parents are made to feel welcome in the school and they play a significant part in supporting children’s learning. They help in a variety of ways, for instance with reading, with out-of-school activities and on visits to other venues. They support their children with their reading, spellings, tables and other work to be completed at home. The School Association is a thriving, valuable resource providing not only additional equipment and facilities by its very successful fund-raising, but also creating a stronger school community through its social activities.

The headteacher, with the support of governors, staff and the wider community, creates an ethos that strongly supports learning.

14. The mission statement of the school is reflected in the everyday life of the school and it makes a strong contribution to the standards achieved and the personal development of the pupils. Parents, governors, staff and children understand their role and the part it plays in establishing such a positive community. Staff are fully committed to the aims and values to which the school aspires. Pupils know that their contributions are valued.
15. The headteacher sets a good example through his contact with the pupils in assemblies, in lessons and around the school. He has managed the growth of the school well and ensured that the school has sufficient staff to meet the needs of all pupils, including those with special educational needs. Pupils have a strong work ethic and they are very well-behaved. Their social skills and sense of moral responsibility are well-developed. The headteacher and staff ensure that all pupils have a chance to excel. This is achieved by the varied educational programme, including activities outside of the classroom such as choir, recorders, tennis and team games. The pupils also learn to swim and they benefit from visitors and educational visits, including a residential trip in Year 6. The weekly celebration assembly provides the school with an opportunity to acknowledge the pupils’ achievements in a wider context than the children’s class. The headteacher and staff have a personal interest in every pupil and they communicate well with families.

WHAT COULD BE IMPROVED

Planning what needs to be done to make teaching and learning even better.

16. The headteacher and staff analyse the outcomes of the National Curriculum tests and monitor lessons to provide a regular review of the curriculum. This enables them to check the school’s performance and over time gives an overview of all subjects. However, monitoring of lessons is not sufficiently detailed to guide plans for improvements in teaching and learning. This is an important omission, particularly when teaching is good, and further improvements require individual teachers to refine aspects of their own work rather than making radical changes to the school’s general practice in order to raise standards further.

17. The school currently analyses overall data from the national tests but it does not analyse the various elements to identify the strengths and weaknesses within subjects at both key stages. In the national tests in 2000 nearly a third of the pupils who attained the above-average Level 5 in mathematics failed to achieve the same level in science. This is the reason that the school's performance in science is well below the average when compared with similar schools. The monitoring of teaching and learning has not yet been specific enough to look at elements of subjects. The school has good systems for tracking pupils from the age of 7 and setting targets for attainment in the national tests when the children are 11. It has not made sufficient use of the base-line assessments when children are 4 to predict performance when the children are 7, but the school is beginning to address this issue.
18. The governing body supports the school effectively but it could improve its role as the 'critical friend' by challenging the headteacher and staff with more rigorous questions about the school's performance.

The way that parents are involved in the Individual Education Plans for children with special educational needs.

19. At the parents' meeting, and in 18 per cent of the returned questionnaires, parents raised concerns about knowing how their children were getting on. Parents of pupils with special educational needs are clearly a group for whom this is vitally important.
20. Currently, these parents are invited to attend the two parent consultation evenings for all parents, in October and March, and along with all other parents, they receive an annual report on their child in the summer term. If they want any further information, or if the allotted time at the consultation is insufficient, a special meeting can be set up. There are no specific, planned meetings between the parent, the special needs co-ordinator and the teacher to review the Individual Education Plan for the child. The Individual Education Plan is reviewed and revised by the teacher with the special needs co-ordinator. This revised plan is shared verbally with the parent at the general consultation, where time for special educational needs discussions may not always be available. At these consultation evenings, the special needs co-ordinator is not necessarily involved in the discussion with parents. The inspectors understand that at the time of the previous inspection these parents were given two special meetings with the special needs co-ordinator as of right, in addition to the two for all parents. Additionally, many Individual Education Plans seen had no comment from parents at all. Those that did had the comment written in by the teacher rather than by the parent. No parents, except those with a child with a formal statement, sign the Individual Education Plan as proof that they have seen, read and agreed its contents.

The role of the class parent representative lacks clarity and is not implemented consistently.

21. The school works hard to ensure that good quality information is given to parents, such as regular newsletters and the termly notification of class topics. Formal consultation evenings are held twice yearly and parents report that they value the easy accessibility of teachers. This helps to increase the parents' confidence in the school. The recently implemented Home-School Agreement reinforces links with parents and has a significant impact on their involvement with the work of the school and the valuable contribution they make. The introduction of each class having a parent representative to facilitate better communications has been widely welcomed, but a significant number of parents reported that they were not clear about the role. More clearly-defined guidelines would increase the effectiveness and consistency of this initiative.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. The school should now:

- ensure that the programme of classroom observation focuses on specific issues to raise the quality of teaching in identified areas. Make better use of the analysis of test data to identify specific strengths and weaknesses in particular subjects and cohorts in order to improve pupils' attainment. The governing body should challenge the headteacher and staff with more rigorous questions about the school's performance;
[paragraphs 16,17 & 18]
- set up systems that ensure that parents are involved in the discussions leading to the reviews of Individual Education Plans;
[paragraphs 19 & 20]
- review the role of the class parent representative and ensure that it is consistently applied. Notify all staff and parents of how it operates.
[paragraph 21]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	45	25	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)		181
Number of full-time pupils eligible for free school meals		9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs		1
Number of pupils on the school's special educational needs register		27

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	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	4.9
National comparative data	5.4

Unauthorised absence	%
School data	0.01
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	16	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	12	16
	Girls	15	15	15
	Total	28	27	31
Percentage of pupils at NC Level 2 or above	School	90 (75)	87 (92)	100 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	14	16
	Girls	15	15	15
	Total	28	29	31
Percentage of pupils at NC Level 2 or above	School	90 (83)	94 (88)	100 (92)
	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	15	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	15	15
	Girls	6	9	7
	Total	18	24	23
Percentage of pupils at NC Level 4 or above	School	75 (85)	100 (85)	92 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	15	14
	Girls	8	9	9
	Total	20	24	23
Percentage of pupils at NC Level 4 or above	School	79 (80)	100 (85)	96 (95)
	National	70 (68)	72 (69)	79 (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	0
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)	8.2
Number of pupils per qualified teacher	22.1
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	125

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	341,535
Total expenditure	341,535
Expenditure per pupil	1,837
Balance brought forward from previous year	0
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	176
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	1	0	1
My child is making good progress in school.	41	47	9	0	3
Behaviour in the school is good.	37	54	0	1	7
My child gets the right amount of work to do at home.	27	51	7	11	3
The teaching is good.	64	31	0	1	3
I am kept well informed about how my child is getting on.	26	54	14	4	1
I would feel comfortable about approaching the school with questions or a problem.	61	31	6	1	0
The school expects my child to work hard and achieve his or her best.	60	34	1	0	4
The school works closely with parents.	36	40	20	4	0
The school is well led and managed.	34	49	6	7	4
The school is helping my child become mature and responsible.	44	46	4	1	4
The school provides an interesting range of activities outside lessons.	21	46	16	7	10

The percentages may not always add up to 100 as a result of rounding up.