

INSPECTION REPORT

GOODNESTONE C.E. PRIMARY SCHOOL

Goodnestone, Canterbury

LEA area: Kent

Unique reference number: 118686

Headteacher: Mr Graham Chisnell

Reporting inspector: Mrs Pat King -7853

Dates of inspection: 13-14 November 2000

Inspection number: 224635

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Church of England Voluntary Controlled
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
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Appropriate authority:	Kent
Name of chair of governors:	Councillor Kit Smith
Date of previous inspection:	January 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Goodnestone is a small voluntary controlled Church of England primary school for boys and girls aged 4-11 years. It has 63 pupils on roll, which comprises 23 boys and 40 girls. At the time of the inspection five children in the Foundation Stage were placed in a mixed-age class with Year 1 and 2 pupils. A few of the pupils come from the village of Goodnestone but the majority come from surrounding villages and towns, which provides a wide social mix, although there are no pupils with English as an additional language. Approximately 17 per cent of pupils are currently eligible for free school meals, which is just below the national average. 20 pupils are identified as having special educational needs; a figure higher than the national average. However, seven pupils have special educational needs requiring a higher level of support, which is below the national average. Attainment on entry to the school is typical of that found nationally.

HOW GOOD THE SCHOOL IS

Goodnestone Primary is a rapidly improving school. Significant changes in staff have taken place recently. The headteacher has been in post for two years and of the other three teaching staff only, one has been in the school for more than one year. The headteacher's good leadership ensures that governors and all members of staff work together as a team and that there is a clear focus on raising standards. The quality of teaching is currently good in all key stages. Pupils are keen to learn and their social and personal development is very good. There has been under-achievement in Key Stage 1 in the last two years and as a result standards are not high enough in Years 2 and 3 overall. However, this academic year, pupils are often making good progress in Key Stages 1 and 2. Pupils' attainment has risen markedly in English over the last four years in the national tests at the end of Year 6 and has shown a gradual improvement in mathematics. Taking account of the current good quality of teaching, the recent progress made by pupils and the strong leadership given, the school offers good value for money.

What the school does well

- The leadership provided by the governing body and the headteacher ensures that clear targets for school improvement are set and monitored effectively.
- The quality of teaching in all lessons seen was at least good and pupils are making good progress.
- Pupils' attainment at the end of Key Stage 2 in the national tests in English is above the national average.
- The school is a safe and caring environment in which pupils are enabled to learn effectively and develop very good personal skills.

What could be improved

- Standards at the end of Key Stage 1 in English and mathematics.
- The provision for the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in January 1997 in addressing the key issues for improvement. Effective curriculum planning ensures that statutory requirements are met for all National Curriculum subjects. Lesson planning is consistently good across the school and identifies clearly what pupils are to gain in their learning. On-going assessment is good and is used to plan for pupils' future needs. At the time of the last inspection, standards in information and communication technology were well below national average and progress was poor. This inspection found standards and progress to be satisfactory. By Years 5 and 6, pupils have a good range of opportunities to use information and communication technology within the curriculum. Effective procedures are in place for monitoring teaching and learning, and these involve all staff and governors. The outcomes of the monitoring are used to set targets for school improvement. Good progress has been made in this aspect of leadership in the last two years. The governors have taken steps to improve the facilities for gymnastics, such as providing an outdoor adventure playground. The facilities in the village hall are still inadequate to promote this aspect of physical education fully. The available field and hard surface areas are used appropriately and the school ensures that pupils have access to swimming each year. Good appraisal procedures have been established and the governors are now making appropriate plans to meet the recent statutory requirements for performance management.

Overall, the school has made satisfactory progress since the last inspection. Whilst good progress has been made in raising standards at the end of Key Stage 2 in English and satisfactory progress in mathematics and science, standards have fallen at the end of Key Stage 1. However, the school is now very well placed to raise pupils' attainment further across the school and this is demonstrated in the good progress that the pupils often made in the lessons seen and in their work this term.

STANDARDS

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

Compared with Performance in:					Key well above average A above average B Average C below average D well below average E
	all schools			Similar schools	
	1998	1999	2000	2000	
English	D	B	B	A	
Mathematics	C	D	C	C	
Science	A	C	E	D	

In interpreting the results in the national tests it must be noted that small numbers in the cohorts make comparisons over time less secure and this often accounts for large fluctuations from year to year.

Pupils' attainment in the national tests at the end of Year 2 when compared to the national average has fallen from 1997 to 1999 in reading and mathematics and been maintained in writing. In 2000, the school's results in the national tests were in the lowest 5% nationally in all these subjects when compared to all schools and to similar schools. Most pupils currently in Year 2 were achieving below what is expected for their age at the time of the inspection. However, given that there are only five pupils in the year group, it is not possible to make comparisons with the national average. There is evidence from these pupils' work that they have not made enough progress in the last two years within Key Stage 1. However, they have made satisfactory and some good progress this term.

In the national tests at the end of Key Stage 2 from 1997 to 2000, standards have risen significantly in English when comparisons are made with all schools and with similar schools. In mathematics, whilst the school has been improving its standards steadily, this improvement has just kept pace with national trends when account is taken of all schools. However, when compared to similar schools, the school's results have moved from well below average in 1999 to average in 2000. In science standards have fallen compared with other schools. The percentage of pupils at the end of Year 6 who gained the expected level in science in 1999 and 2000 was the same but the school is not keeping pace with national improvements in this subject, particularly at the higher Level 5. During the inspection, standards overall at the end of Key Stage 2 were found to be above what is expected for the pupils' age in English and in line with national expectations in mathematics and science.

The school has set targets for pupils to achieve in the National Curriculum at the end of each year. In Year 3 where standards are not as high as they should be, the school has set targets for pupils for each half term and is providing additional adult support. These strategies are having a positive impact on pupils' progress. Targets set for the pupils at the end of Year 6 in 2000 were exceeded in English and mathematics. Those for 2001 show an anticipated similar level of attainment in English and a marked increase in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and keen to succeed. They are fully involved and interested in their work.
Behaviour, in and out of classrooms	Pupils' behaviour is good in lessons and very good in the playground when pupils play together. They are able to take turns and share.
Personal development and relationships	Relationships between pupils are very good. Pupils of all ages are able to accept responsibility and do so well. Older pupils show a very good sense of responsibility towards younger pupils
Attendance	Attendance is good and pupils enjoy coming to school.

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.

The teaching in all lessons seen was at least good. Teachers plan very carefully so that lessons are well organised and pupils know what they are working to achieve. They use assessment well to match the work to the needs of pupils of different abilities and generally provide appropriate challenge to ensure that pupils make good progress in their learning. Their relationships with pupils are very good and they manage them effectively so that the pupils concentrate on their work and are keen learners. They make very good use of learning support assistants to ensure that the teaching of the basic skills of literacy and numeracy are taught systematically to groups or individual pupils. Occasionally, the pace of the introduction of the lesson to the whole class is too slow and pupils lose concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of curriculum in Key Stages 1 and 2 is good and is relevant and challenging for pupils of all abilities. It is enriched by visits to places of educational interest and links with other institutions and businesses. The curricular opportunities available for children in the Foundation Stage are well planned but are limited in some respects because there is not regular support for the class teacher from an adult with suitable expertise in the needs of the age group.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. These pupils are given work within the classroom that is well matched to their assessed needs. They often make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual and cultural development is very good. The school promotes pupils' social and moral development very well through its very strong ethos of caring for others.
How well the school cares for its pupils	Members of staff know the pupils well and value them as individuals. Health and safety and child protection procedures are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership by the headteacher is very good and promotes a strong sense of teamwork, involving all staff and governors in creating a caring ethos and in working to raise standards.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They work closely with the school to identify its strengths and weaknesses and in the setting of appropriate priorities for school improvement.
The school's evaluation of its performance	Good procedures are in place for monitoring and evaluating the school's performance. The headteacher and teachers make good use of assessment evidence to set targets for improving standards within the year groups. The annual review cycle is used very well to evaluate progress made in meeting priorities for school development and for establishing the next aspects to be addressed.
The strategic use of resources	Financial planning is good and is linked to priorities for school improvement. The governors give careful consideration when making spending decisions to ensure that they obtain good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The majority of parents at the parents' meeting and in response to the questionnaire state that:</p> <ul style="list-style-type: none"> • the pupils enjoy school; • the progress that pupils are making this academic year with their work is good; • behaviour is good; • the school promotes a good sense of community in which pupils show care and respect for each other; • pupils' social development is good; • the homework given is good; • parents are made to feel welcome in the school and can have regular contact with the teachers. 	<p>A few parents in response to the parents' questionnaire feel that:</p> <ul style="list-style-type: none"> • they would like more information about their children's progress; • the school does not work closely enough with parents; • the range of activities outside of lessons is not interesting enough.

The inspection team endorses the parents' positive views of the school but not their view of what needs to be improved. The school provides information about pupils' progress at two parents' evenings and in reports. Parents are welcomed into the school at other times and

many parents were observed coming into the school and talking with staff informally during the inspection. The school has the Parents' Advisory Group and has listened to its suggestions. The range of activities out of school is good, given the size of the school. Pupils have opportunities to take part in musical activities at lunch times and art and sport clubs after school, including competitive sport.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The leadership provided by the governing body and the headteacher ensures that clear targets for school improvement are set and monitored effectively.

1. The headteacher's leadership is very effective in creating a shared sense of direction for the school, which involves the governing body and all staff in working closely as a team. All those who work with or in the school have a commitment to promoting an ethos of caring and respect for others and to improving standards.

2. The school has a cycle of self-review, which is an effective approach to establishing areas for school improvement and development and for evaluating progress made in meeting the priorities set. The headteacher uses a range of assessment procedures to analyse strengths and weaknesses in pupils' attainment. These are shared with the staff and governors and are used to set targets for pupils in each year group to achieve in the National Curriculum by the end of each educational year. The headteacher and subject co-ordinators have opportunities to observe lessons in all classes across the school and this enables them to monitor the progress made by pupils and to draw out any whole-school aspects in need of further development. The governors make regular visits to the school to monitor its work, and these include observations of lessons and discussions with staff. They are well informed about what the school does well and where it needs to improve.

3. The current targets for literacy and numeracy for all year groups are based on accurate analysis of pupils' performance and are appropriate. Individual teachers are aware of those targets and are putting in place strategies to meet them, although these are not always recorded. The school has recognised that there has been some under-achievement in Key Stage 1 over the last two years when standards have fallen in reading and mathematics. As a consequence, targets are set for pupils for each half-term in Year 3, where standards are not as high as they should be and the level of teaching assistant support has been raised to focus on these pupils. These strategies linked with effective teaching in the year group are promoting good progress this term.

4. The school has set targets for the past two years for pupils to reach at the end of Key Stage 2. In 2000 these were exceeded in English and mathematics. Standards have risen considerably in English and gradually in mathematics. The targets set for 2001 show an anticipated similar level of attainment in English and a marked increase in mathematics. The target for mathematics is very challenging and the progress of a few lower attaining pupils is in need of significant improvement if this target is to be met.

The quality of teaching in all lessons seen and pupils are making good progress.

5. Most of the teaching observed was in literacy, numeracy and science, although a small amount of teaching was seen in religious education and history. The quality of all the teaching seen was good across the school and this is having a very marked impact on the progress that pupils have made since the beginning of this academic year. There is a clearly recognisable whole-school approach to lesson planning and organisation despite the

fact that two teachers have joined the school since April of this year. The teachers plan their lessons very thoroughly and know precisely what they intend the pupils to know, understand and be able to do. They are skilful in matching the work closely to the pupils' individual needs. This means that lessons are purposeful and have a structure that builds on pupils' prior learning and takes them forward in their learning in an organised manner. Teachers have very good relationships with pupils so that they are keen learners who concentrate well and work hard.

6. In a science lesson the teacher planned the work to meet the needs of the children in the Reception year and for pupils of a wide range of ability in Years 1 and 2. Very good use was made of a range of resources to stimulate observation and questioning about sources of light such as candles, oil lamps, torches and an electric table lamp. Additional adults who were working alongside the teacher were very well prepared and deployed to enable the class teacher to work with the pupils in the Reception year in exploration and discussion. Work planned for the other groups of pupils enabled the highest attainers to make good progress when discussing the effect of increasing the number of bulbs in the circuit but keeping the same power source.

7. Teachers use questioning strategies very well to assess pupils' understanding, particularly at the beginning of lessons. This shows the impact of the focus that was placed on this by the school in the last academic year. Teachers ensure that their questions are matched to the levels of understanding of the different pupils in the class throughout the lesson with the result that pupils are involved fully. For example, in a mathematics lesson in Key Stage 2, the teacher asked the pupils challenging but achievable questions to develop pupils' mental skills at a good pace. Good use was made of praise to promote confidence and interest. The teacher ensured that the transfer to group work was smooth and that pupils were well-organised and able to work independently. Occasionally, the pace of lessons is a little slow, for example in this lesson when the higher attaining pupils spent too long making a square metre, which lessened their concentration.

8. Teachers make very good use of teaching assistants to support pupils but occasionally these adults are not involved sufficiently in working alongside the pupils in whole-class introductions to lessons. In a literacy lesson in Key Stage 2, the teacher used the teaching assistants very effectively throughout the lesson to support lower attaining pupils. In the introduction to the lesson, these adults helped individual pupils to respond to the teacher's questions. They were very well informed about what pupils were to gain from the group tasks and were able to promote a good level of discussion to develop pupils' research skills. The teacher during the middle part of the lesson was thus able to give sustained input to groups of higher attaining pupils in extracting the main points from a newspaper article.

Pupils' attainment at the end of Key Stage 2 in the national tests in English is above the national average.

9. In 2000 pupils' attainment in the national tests at the end of Key Stage 2 was above the national average in English and from lessons observed during the inspection standards are similar in the current Year 6. The good quality teaching ensures that work is well planned to meet the needs of pupils of all abilities. The higher attaining pupils are stretched through challenging work and the pupils with special educational needs often make good progress because they are given appropriate adult support.

10. The teacher has provided the pupils in Year 6 with a good range of opportunities for writing in different styles and pupils have made good progress with use of metaphors and

personification and in writing play scripts this term. For example one pupil has written, ‘ the cloud’s evil face glows at mine’ and ‘the trees wave helplessly in the howling wind’. Pupils generally punctuate their work well, showing good understanding of how to use paragraphs. Their ability to spell accurately is evident in spelling tests but within their written work some pupils take insufficient care with accuracy of spelling. They present their work neatly and often show an enjoyment and independence in writing across the curriculum, such as when recording an investigation into forces in science. Pupils are able to plan their writing appropriately and the school’s marking policy helps them to work to improve the quality of their writing. All pupils have individual targets to meet in writing or reading and these are displayed prominently and referred to regularly. Pupils read with a good level of accuracy. They have frequent opportunities for silent reading and for discussing texts in the literacy hour. During the inspection pupils were observed discussing the style of a newspaper article and made good progress in understanding journalistic style.

The school is a safe and caring environment in which pupils are enabled to learn effectively and develop very good personal skills.

11. There is a very strong ethos in the school of caring for others and being part of a community. This is evident in the way that teachers value the pupils and make their needs the highest priority. They are frequently out in the playground before and after school, ensuring pupils’ well-being and safety. These times and playtimes are used fully to promote pupils’ social development. Pupils play together very well. They skip and play with balls within groups, taking turns and showing enjoyment in the company of others. Older pupils care for younger ones, for instance one pupil showed concern for another pupil who was standing alone in the playground and invited her to join in a game. School rules, rewards and sanctions are made clear to pupils so that they have a good understanding of them. The pupils know what is expected of them and behave well.

12. Pupils show a keenness to come to school. A group of pupils said that learning is fun, the school is a friendly place and teachers are kind. The very youngest children enjoy practical work and were highly motivated when exploring what they could find in a dark ‘house’ as part of science. In Years 1 and 2 pupils are interested and involved fully in their tasks when working as a class or individually. They observe carefully and compare the brightness of bulbs when there are two or more in a circuit. Some pupils are able to find out facts for themselves about The Plague and the Fire of London as part of homework. In the upper part of the school pupils collaborate effectively within groups to learn from each other. They plan together and listen to each other’s opinions and views. For example in Years 3 and 4 pupils were beginning to find the main point in a newspaper article and in Years 5 and 6 they were analysing journalistic style. In all classes pupils settle quickly to work, concentrate well and work hard to complete the tasks.

13. Relationships are very good between pupils and between teachers and pupils. This is evident in the confident way that pupils respond to questions both in lessons and in assembly. They are given good opportunities for reflection and for giving their opinions and views, for example when discussing a complex moral issue in assembly of ‘doing the right thing when it involves hurting the feelings of others’. They listen attentively to, and respect, the views of others. They accept responsibility well for the completion and presentation of their work and for duties within the life of the school. Some Year 6 pupils are awarded a badge of honour, which they wear with pride. They know that one of their duties is to look after younger pupils. Pupils in all year groups are members of the School Council and they know that this gives them the opportunity to share their ideas for developing the school at weekly meetings. All pupils in Year 6 are invited to become a school councillor at some time during their final year. Pupils have very good opportunities for cultural and social development through a wide range of visits to places of educational interest and visitors to

the school. For example, pupils have visited the Millennium Dome, enjoyed a residential visit to an outdoor pursuits centre and seen the theatre production of 'Cats'. Links with industry have enhanced pupils learning in information and communication technology and the effect of this can be seen in the presentation of the life of the school displayed on computer in the entrance hall for parents and visitors. Pupils have opportunities to take part in a range of competitive sport with other schools despite the small size of the school. This contributes well to their social development and to a sense of belonging to a school community. Pupils take a pride in their school and this was evident in the way that they sang the school song in assembly.

WHAT COULD BE IMPROVED

Standards at the end of Key Stage 1 in English and mathematics.

14. Pupils' attainment in the national tests at the end of Year 2 when compared to the national average has fallen from 1997 to 1999 in reading and mathematics and been maintained in writing. In 2000, the school's results in the national tests were in the lowest five per cent nationally in all these subjects when compared to all schools and to similar schools. There is evidence of some under-achievement of pupils currently in Year 2 since entering the school. This has been due to skills not being addressed systematically enough over time and some areas of learning being missed. Most of these pupils were achieving below what is expected for their age at the time of the inspection. However, they have made satisfactory and some good progress this term.

15. In mathematics the teacher observed in the Key Stage 1 class uses the introduction and the final part of the lesson well to introduce mathematical vocabulary such as doubling, plus and addition, and to encourage pupils to explain their methods of working. In these whole-class discussions pupils listen very attentively and are willing to answer questions. The good relationship that the teacher has with the pupils ensures that they become fully involved. However, they need much encouragement to use the mathematical vocabulary presented by the teacher. Group and individual tasks are well organised and pupils show a positive attitude but they are not confident enough to work independently when solving mathematical problems and require much adult support.

16. In literacy, this teacher at the beginning of the lesson addresses spelling very skilfully with the whole class at a range of different levels to match their prior attainment. For example, some pupils are asked to find initial and final sounds and others to blend three letters to make words. Pupils are confident and make good progress in this part of the lesson. When the teacher reads the story of 'Red Riding Hood' expressively, the pupils show enjoyment of the story. They respond well and read in a livelier manner when their attention is drawn to use of punctuation such as the exclamation mark. Within group work the highest attainers, when reading with the teacher, make rapid improvement in their knowledge of words beginning with silent letters such as 'knock'. However, when reading a text alone some of these pupils have too few strategies for recognising unknown words.

Other pupils, when writing a get-well message for granny, show a high level of adult dependence. The lower attainers have made some good progress this term in using initial and final sounds when writing Independently. However, generally the pupils are not confident to try to write words that they are unable to spell or to use approaches like identifying words in books or on walls to help them to convey their ideas at greater length.

17. The school has used assessment procedures effectively to identify the aspects of reading, writing and mathematics that are in need of improvement. Appropriate targets have been set for the pupils both in the short term and for the end of Year 2. The teacher makes very good use of adult support when it is available. The school is currently making arrangements to appoint a full-time teaching assistant to support the class in which the Year 2 pupils are placed. However, specific plans have not yet been made to target the Year 2 pupils to raise their attainment further.

The provision for the Foundation Stage.

18. The teacher plans the work to meet the nationally recommended curriculum for children in the Reception year. Whenever possible, she gives the children appropriate experiences within the six areas of learning that are well matched to their individual needs but these experiences are in some respects limited because of the lack of sufficient appropriately trained adult support. In literacy and numeracy the children in this year group are given separate work from the Year 1 and 2 pupils in the same class. They also have opportunities at other times to choose from a range of activities that include use of construction materials, sand and water. During the inspection they were observed printing with paint using apples, exploring darkness in science and making puppets for dramatising a story. The children respond very well to the well-structured work that they are given and often make good progress. The teacher makes very good use of additional adult assistance for parts of the week but she does not have the support of a full-time assistant with appropriate expertise for this age group. Therefore, the opportunities that the children have for outdoor play and for collaborative learning within the classroom are insufficient to promote fully their knowledge and understanding of the world, their personal, social and emotional development and their physical development. The school is currently seeking to appoint a full-time assistant for the class in which these children are placed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19. The school has identified within its cycle of review the two areas judged by the inspection team to be in need of improvement. The headteacher, staff and governors should continue to focus on these priorities and they should:

- (1) raise standards in English and mathematics at the end of Year 2 by:
 - promoting the use of a wider range of strategies for writing and for reading unknown words to increase pupils' confidence in writing and reading independently; (paragraph 16)
 - increasing pupils' confidence in using and applying mathematics through consistent practice; (paragraph 15)
 - giving targeted adult support to the current Year 2 pupils; (paragraphs 3,17)
- (2) improve the provision for children in the Foundation Stage by providing more

regular opportunities for:

- structured outdoor play and collaborative learning, such as role-play; (paragraphs 6,18)
- support from an adult with appropriate expertise. (paragraphs 6,18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	10
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10%	90%	0	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)	N/A	63
Number of full-time pupils eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	20

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.98
National comparative data	5.6

Unauthorised absence

	%
School data	1.72
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

* In the tables below the numbers of boys and girls have only been included if there are eleven or more in a year group.

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	3	8	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	46 (80)	46 (90)	55 (70)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	55 (90))	82 (100)	64 (100)
	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 (99)	9 (10)	4 (3)	13 (13)

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	85 (69))	77 (62)	85 (92)
	National	78 (70)	75 (69)	89 (78)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	92 (100)	77(92)	92 (100)
	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	58
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	1	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 – YR6**

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	17.5
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	80

Financial information

Financial year	1999-2000
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	£
Total income	174,824
Total expenditure	171,647
Expenditure per pupil	2,210
Balance brought forward from previous year	7,294
Balance carried forward to next year	10,471

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	73
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	
My child is making good progress in school.	42	42	6	6	3
Behaviour in the school is good.	31	56	6	0	6
My child gets the right amount of work to do at home.	22	69	9	0	0
The teaching is good.	43	43	7	7	0
I am kept well informed about how my child is getting on.	34	44	19	3	0
I would feel comfortable about approaching the school with questions or a problem.	66	19	12	0	3
The school expects my child to work hard and achieve his or her best.	48	39	13	0	0
The school works closely with parents.	44	31	19	6	0
The school is well led and managed.	44	38	12	6	0
The school is helping my child become mature and responsible.	61	29	10	0	0
The school provides an interesting range of activities outside lessons.	9	56	22	9	3