

INSPECTION REPORT

LUDDENHAM PRIMARY SCHOOL

Luddenham, Faversham

LEA area: Kent

Unique reference number: 118342

Headteacher: Mr. M. Croly

Reporting inspector: Mr. A. Everix
23079

Dates of inspection: 28th – 29th November 2000

Inspection number: 225076

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Luddenham Primary School Luddenham Faversham Kent
Postcode:	ME13 0TE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. J. Bayford
Date of previous inspection:	3 rd June 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Luddenham Primary School teaches pupils between the ages of 4 and 11. At the time of the inspection there were 201 pupils, all attending full-time. The village of Luddenham has very few children. The majority of pupils come from the Faversham area, with a minority travelling from places further afield, such as Canterbury, Herne Bay and Sandwich. Currently, there are no pupils from minority ethnic backgrounds or learning English as an additional language. Just over one quarter of pupils is on the special needs register, a proportion above the national average. Two pupils have statements for their needs. Tests of children's achievements when they start school indicate that, overall, they are typical for their ages. Their literacy skills are a little higher than other aspects of their development.

HOW GOOD THE SCHOOL IS

This is an effective school with some very good features. By the time they leave the school, pupils achieve high standards. The headteacher is providing very good leadership, which is clearly focused on improving the education offered by the school. The quality of teaching is good overall. The school provides good value for money.

What the school does well

- By the age of 11, pupils' attainment in mathematics and science is high, and attainment in English is well above the national average.
- Teaching is good overall. It is particularly effective when pupils are grouped in "sets" at Key Stage 2. Expectations of pupils' achievements are high.
- The headteacher provides very effective leadership. With the support of staff, he has created an ethos which strongly supports learning.
- Pupils enjoy school and are eager to learn.
- Pupils learn a sense of moral responsibility and to get on well together.

What could be improved

- Individual or group tasks in some lessons, so that pupils make maximum gains in their learning.
- Boys' attainment in writing, which is not as high as that of girls.

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 developed well since it was last inspected in June 1996. High standards have been sustained with improvements in the attainment of the most able pupils. The key issues identified then have been successfully addressed. The school has maintained its positive ethos. The teaching of information technology, especially in the very well equipped computer room, has improved and pupils are achieving standards expected nationally. The monitoring of teaching and learning is now embedded in the life of the school. Teachers are regularly observed and are given useful feedback to help them improve. There is a shared commitment to succeed amongst all members of the school community. The school is well placed to continue improving.

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	A	A*
mathematics	A	A*	A*	A*
science	A	A	A*	A*

Key

well above average A

above average B

average C

below average D

well below average E

The A* grades show where the school has achieved results which place it in the top 5 per cent of schools nationally or compared with similar schools. Nearly all pupils who were present for the tests achieved national standards in all three subjects in 2000, with over half reaching above average grades. An analysis of the English results shows that pupils' scores were significantly higher in reading than writing, reflecting the lower scores attained by boys. Work seen during the inspection confirms the well above average standards achieved in English, mathematics and science tests in the past few years. At Key Stage 1, attainment is above the national average in English and mathematics. Pupils in the reception class are on target to achieve national standards by the start of Year 1. The school's targets for Key Stage 2 tests in 2001 show that pupils are expected to maintain the high attainment of the past few years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are eager to learn.
Behaviour, in and out of classrooms	Good. Behaviour is good in nearly all lessons. Movement around the school is orderly. Although play-times are lively, pupils show consideration for others around them.
Personal development and relationships	Very good. Pupils respond well to the trust shown in them, for example, in using equipment outside of lessons. As they get older, pupils take additional responsibilities seriously and carry them out sensibly. The very positive relationships amongst all members of the school community contribute significantly to the quality of pupils' learning.
Attendance	Good. Records show that the rate of attendance has risen since 1998/99 when it was in line with the national average.

TEACHING AND LEARNING

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

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

Of the teaching observed, 26 per cent was very good, 32 per cent good and 42 per cent satisfactory. No lessons were less than satisfactory. Nearly all the lessons observed in the teaching “sets” for pupils aged 7-11 were good or better. The use of specialist teaching in the sets is a significant factor in the high standards achieved, especially in literacy, numeracy and science. Teachers have high expectations of pupils. This is reflected in the good quality and amount of work in pupils’ books. The needs of all pupils are met well. Work is usually well matched to challenge the most able pupils; those with special educational needs are effectively supported to make good gains in their learning. However, in a few lessons, pupils’ individual tasks were not structured well enough to ensure that they made good gains in learning throughout the session. The quality of teachers’ marking is good and gives pupils a clear understanding of how well they are progressing. Strong features of pupils’ learning are the high levels of interest in their work and, particularly as they get older, their concentration and application to tasks. These aspects are nurtured throughout the school and are important factors in pupils’ high achievements.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The broad and relevant curriculum is significantly enriched by other learning opportunities. These include a good range of after school clubs, activities before school and during the lunch hour, and visits to places of educational interest.
Provision for pupils with special educational needs	Good. The individual education plans for these pupils have detailed, clear targets which are very helpful in guiding their learning. Good quality support is provided by classroom assistants in lessons.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Satisfactory spiritual provision. Very good moral and social development. Pupils are clearly taught why actions are right or wrong. There is a wide range of opportunities in and out of lessons for pupils to learn the skills for playing and working together constructively. Cultural provision is good. Pupils learn to appreciate a range of lifestyles, music, art and literature from their own and other cultures.
How well the school cares for its pupils	The school monitors pupils’ personal and academic development carefully and provides them with very good, caring support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing very good leadership and management. The deputy headteacher and senior managers provide strong support in guiding the school's educational development. The very good ethos in the school strongly supports pupils' learning and is highly valued by staff and parents.
How well the governors fulfil their responsibilities	Governors are supportive of the school and fulfil their statutory duties. Their procedures enable them to have a satisfactory understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	The school is very effective in analysing its successes and areas for development. For example, through an analysis of test results and pupils' work, it has included the raising of attainment in boys' writing as a target on its development plan. Teaching and learning are monitored well by the headteacher and subject co-ordinators. Areas for professional development are identified and support given to staff.
The strategic use of resources	Finance, learning resources and staff are used well to support pupils' learning. Evaluations of spending in its development plan, comparisons with budget allocations in other Kent schools, and consultation, for example with parents, help the school to decide whether it is providing the best value.

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 • Good teaching ensures their children make good progress. • There are high expectations of children's achievements. • The school is well managed and led. • Children behave well. • The staff are approachable. • Children are helped to become mature and responsible. • The school works closely with them. • A good range of extra activities supports learning. 	<ul style="list-style-type: none"> • A few parents would like to see the formal parents' evening reinstated in the autumn term. • A small minority of parents feel there is too much homework for younger juniors.

In their meeting with the registered inspector, and in their responses to questionnaires, parents indicated strong support for the school. Inspectors agree with the positive views held by parents. Parents are kept well informed about their child's progress through termly reports and by meeting teachers at any time during the term. The school is aware of some parents' views on formal open evenings and is currently reviewing its arrangements. The setting of homework follows government guidelines and is used well to support learning. Although the school acknowledges that there have been

occasional errors, its policy is to set homework which does not interfere with pupils' leisure time interests, such as participation in hobbies or clubs.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of 11, pupils' attainment in mathematics and science is high, and well above the national average in English.

1. Over the past four years, pupils have consistently achieved well above average results in all three subjects in National Curriculum tests at the end of Key Stage 2. Results in 2000 were in the top 5 per cent of schools nationally in mathematics and science. All subjects were in this category when compared with similar schools i.e. those with a similar proportion of free school meals. The table of results at the end of this report show that less than 100 per cent of pupils achieved national levels in the tests. The figures are lower than those for teachers' assessments because they include a few absent pupils who were predicted to achieve results at or above the national average. Results have varied more at Key Stage 1 but overall have been above the national average in reading, writing and mathematics.

2., Pupils' skills in speaking and listening develop well. Good opportunities are provided for pupils to express their thoughts in variety of ways. At the end of lessons they are encouraged to share their learning with the rest of the class and in assemblies they talk about their hobbies to the whole school. Teachers insist on the precise use of correct technical language. For example, in a literacy lesson, older pupils confidently used the term "personification" and learnt to distinguish it from "characterisation". Teachers speak clearly and expressively, which encourages pupils to listen attentively. Pupils' good listening skills support their learning in other subjects. During information technology lessons, frequent instructions are quickly understood and enable a good pace of learning to be maintained.

3. Pupils achieve high standards in reading. In the 2000 Key Stage 2 tests, over two-thirds achieved the above average Level 5 and all others (apart from one absent) reached the nationally expected Level 4. An emphasis on the teaching of phonics at Key Stage 1 provides pupils with "tools" to help them with both reading and spelling. Teachers convey their enthusiasm for books, which successfully promotes pupils' enjoyment of reading from an early age. By Year 6, pupils read challenging books, such as those by Rosemary Sutcliffe, with good levels of understanding. They display a wide reading vocabulary, for instance by explaining the meaning of "consorting" in a text. Group reading activities, held twice a week, are important in helping pupils to develop their reading skills. In one group, the class teacher skilfully guided pupils in understanding some of the irony in the text of "The Midnight Fox". High standards in reading contribute significantly to pupils' learning across the curriculum.

4. By the end of Key Stage 1, most pupils write in sentences using capital letters and full stops. They apply their phonetic skills to spell simple words correctly and make plausible attempts at others for example, "metel" for "metal". In a Year 2 lesson, many of the pupils showed creativity and a sense of fun when using alliteration in sentences, composing such expressions as, "snakes slither on the sand" or "dirty dogs digging in the dark". By the end of Key Stage 2, nearly all pupils write using the skills in punctuation and spelling expected for their age. Many pupils produce sustained pieces of writing. The more able pupils write using paragraphs and express themselves with great creativity. Good examples include a poem called "Caged Up" where the pupil writes from the point of view of a guinea pig in a cage. In another story, atmosphere was created when the pupil wrote "shadows created a ghostly effect and a howling dog was illuminated...." As explained later in this report, the proportion of boys achieving higher levels in writing is lower than that of girls.

5. Pupils' skills in mathematics are developed by a good combination of teaching mental arithmetic, basic skills and problem solving. By the end of Key Stage 1, most pupils confidently work with

numbers and round them to the nearest ten. They develop quick mental strategies such as those for adding 9 to different numbers. Pupils learn to measure accurately in centimetres. At the end of Key Stage 2, pupils demonstrate their confidence with mathematics, and their ability to take on a new challenge when learning to use co-ordinates to plot negative numbers on graphs. Pupils successfully use a range of skills to solve problems. For example, when pupils were set the problem, “What are the chances of a red, fair or dark-haired pupil being given a task when 18 pupils have dark hair, 10 pupils have fair hair and 2 have red hair?”, they correctly expressed the probability using fractions and percentages. The most able explained the ratio of dark/fair/red hair.

6. In the 2000 Key Stage 2 science tests, no pupils achieved less than the standard expected nationally and over two-thirds achieved above this level. Pupils build rapidly on sound scientific skills gained at Key Stage 1. By Year 6 they conduct fair tests independently and present their findings in different ways, including the use of information technology. Pupils investigate the effect of adding weights to parachutes and identify the “variables” they need to control. They apply their knowledge of forces including air pressure, gravity and friction to explain their results. Older pupils construct “series” and “parallel” circuits and identify their different uses in traffic lights or Christmas tree lights. They confidently use terms such as “negative terminal” and “components” when constructing circuits.

Teaching is good overall. It is especially effective when pupils are grouped in “sets” at Key Stage 2. Expectations of pupils’ achievements are high.

7. In the majority of lessons, activities are varied and tasks matched well to build on what pupils already know. Teachers ensure that the effective support staff are fully aware of the aims of lessons and are deployed well, especially to enhance the learning of pupils with special educational needs. Teachers have a good knowledge and understanding of the subjects they teach. In a Year 4 dance lesson, the teacher developed high levels of creativity in pupils when she demonstrated the importance of facial expression to convey mood. She encouraged pupils to use correct vocabulary, such as “transformation” to describe their movements. In a Year 2 information technology lesson, the teacher knew quickly how to adapt the lesson when a piece of software failed to work.

8. Lessons are introduced well and capture pupils’ interest. Well chosen, humorous examples of alliteration at the start of a Key Stage 1 literacy lesson, motivated pupils, who then derived much fun in writing their own ideas. Time is usually used well in lessons. As soon as school starts, pupils are expected to work. The calling of the register in Year 6 is punctuated with challenging mental arithmetic questions for each pupil. Teachers give good “feedback” to pupils on their learning during lessons. Teachers’ marking at Key Stage 2 is particularly effective and is supplemented by progress sheets put in the front of each pupil’s exercise books. These are frequently updated by teachers and give pupils a very good knowledge of their progress.

9. Teaching in the “sets” at Key Stage 2 was nearly always good or better. All pupils are grouped by ability in the mornings and each teacher’s expertise is used to specialise in a subject throughout the key stage. This arrangement is a significant factor in the high standards achieved in English, mathematics and science by the end of Key Stage 2. It is also helping to rapidly raise attainment in information technology. In a lesson for more able pupils, the teacher’s expertise enabled her to challenge all abilities within the group. By the end of the lesson, all pupils wrote procedures (a set of coded instruction) for producing geometrical shapes and some learnt more complex skills involving “sub-procedures”.

10. Pupils are expected to work hard and try their best at all times. The pride pupils take in the presentation of their work and the large amount produced in books, especially by older pupils, reflect their teachers’ high expectations. A Key Stage 2 literacy lesson started with an analysis of a challenging Rudyard Kipling text. The teacher used the text to reinforce previous learning on metaphors, similes, clauses, phrases and personification. The pupils were keen to demonstrate their

knowledge of these aspects of language in their oral responses and this contributed to the studious atmosphere in the class. They clearly understood what was expected of them and worked in virtual silence for forty-five minutes, writing good quality stories.

The headteacher provides very effective leadership. With the support of staff, he has created an ethos which strongly supports learning.

12. The headteacher's strong leadership underpins the school's distinctive, effective approach to learning. Together with his deputy, he has established good teamwork which ensures all staff work towards the same aims. These are based on care for the individual and high achievement, and are reflected in the everyday life of the school where there is unity of purpose and very good relationships.

13. Parents, staff and pupils know exactly what it means to be part of the Luddenham School community. Pupils recognise that when they do their best, their contributions will be welcomed and valued by all. Parents' views are sought through questionnaires and a suggestion box. The school newsletter contains the school's responses to their suggestions. All members of staff are valued and their ideas contribute to the school's development plan. Although attainment is high by the time the pupils leave the school, there is no complacency about standards. For example, included in its current targets for improvement, are the raising of attainment in boys' writing and higher standards in information technology.

14. The headteacher and staff ensure that pupils have a wide range of learning opportunities. This is achieved through a broad curriculum, a range of visits and other learning opportunities for infants and juniors. Clubs include those for music, sports, computers, gardening, mathematics and chess. Many pupils come into school early and during the lunch break to use computers or complete work. Educational visits, including a "residential" for older pupils, enrich learning. Homework is used effectively and parents say how it prepares their children well for secondary school. Parents attend reward assemblies and several help in the school. A well-attended computer club for parents gives them a very good insight into the information technology taught to their children. Parents feel they are greatly encouraged by the school to be partners in their children's learning.

Pupils enjoy school and are eager to learn

15. Pupils' attitudes were judged to be good or better in nearly all lessons. All parents who responded to the questionnaire, or attended the pre-inspection meeting, agreed that their children enjoy school.

16. The headteacher and staff make learning enjoyable. The pupils' enthusiastic response and determination to work hard are evident in lessons. Their attitudes to learning, based on an understanding of the importance of school, are significant factors in the school's success. This was well illustrated in all year groups. In the reception class, pupils are attentive when listening to the teachers, are keen to answer questions and settle quickly to their group work. At Key Stage 1, pupils become absorbed in their work and discuss ideas with each other. Older pupils work with great application. They accept that making mistakes is part of learning. One pupil cheerfully started his mathematics work three times, having realised errors for himself.

17. In their discussions with inspectors, pupils stated how they enjoy school. They value receiving certificates and books for efforts made in and out of lessons. The mutual respect between teachers and pupils underlies the positive ethos for learning. Older pupils state that "teachers are friendly and easy to get on with; they trust you" and "the school has taught us to behave well and be friendly to each other".

Pupils learn a sense of moral responsibility and to get on well together.

18. Pupils are taught to care for and respect people and property. A “buddy” system linking older pupils with reception children, includes supporting them at lunch times and paired reading activities. This promotes caring relationships and a sense of responsibility. Pupils help and support one another in lessons, for example, in science they discuss in pairs how to make their electrical circuits work. Out-of-lesson activities and educational visits, especially the “residential” to the Isle of Wight, make a significant contribution to pupils’ social development.

19. Children in the reception class learn to put away toys sensibly and, as they get older, respond very well to the trust placed in them by teachers. They take care of equipment when they use it independently in and out of lessons. Pupils open doors for adults and are polite, saying “excuse me” if they want to come past. Pupils of all ages are aware of the reasons for the school’s rules and see the importance of complying with them. In lessons, pupils are given opportunities to consider deeper issues, for example, a lively discussion, following a reading of “The Midnight Fox”, concerned leaving a child on his/her own. Circle time and assemblies help pupils to discuss and reflect issues such as friendship and helping others. Pupils learn to consider others in the wider community. Representatives from organisations such as those from Dr Barnardos, Age Concern, UNICEF and the NSPCC talk to the pupils who respond with fund-raising activities.

20. Parents strongly support the values and attitudes promoted by the school. A parent explained how pupils and staff made her child feel welcome when she moved from another school. Pupils from the school were chosen to greet the Queen Mother on a recent visit to Kent. The pupils’ responsible attitude was acknowledged in letters from the Mayor of Faversham and Clarence House; pupils were praised for their exemplary behaviour.

WHAT COULD BE IMPROVED

Individual or group tasks in some lessons so that pupils make maximum gains in their learning

21. In 42 per cent of lessons observed during the inspection, learning was satisfactory. In these lessons the tasks given to some of the pupils did not promote the faster pace of learning evident in those which were judged to be good or very good.

22. When groups were not monitored closely, their rate of learning slowed. One group of younger children was not given enough regular support with a painting activity; consequently they made a poor choice of colours and weren’t well focused on observing the shape. In another lesson, some older pupils began to lose interest practising too many similar mathematical examples when they were ready for the extension work prepared by the teacher.

23. On occasions, worksheets restrict pupils’ progress, especially in independent work. In one lesson, pupils were recording answers on how to use headings, sub-headings and an index to locate information. Whilst this gave satisfactory practice in writing explanations, the work was restrictive for some pupils. It did not allow those who could use these skills confidently, to work independently on a more creative task or to find information for themselves. In a history lesson for younger juniors, the teacher’s skilful questioning ensured that pupils made progress, but some struggled to understand the questions on the worksheet. In a mathematics lesson for infants, the task set for the highest attaining pupils gave them practice in constructing block graphs, but did not extend their skills by using more complex, meaningful data.

Boys' attainment in writing which is not as high as that of girls

24. Overall test results in English for 11 year olds have been well above the national average for the past few years, however, there are differences in the performance of boys and girls in writing. An analysis of data from these tests shows that girls are scoring higher than boys in writing. However, in reading, boys attain equally as well as girls. Written work seen during the inspection, indicates that, whilst several individual boys achieve well, the overall quality of girls' writing is higher.

25. Although several boys achieve above average standards in English, the school recognises that their overall attainment in writing is not as high as that of girls'. The issue is included as a target in its current development plan and strategies are being developed to raise boys' attainment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The school should now:

1. Make teaching and learning even better by:
 - a) Ensuring all individual and group tasks are well structured and monitored so pupils make consistently good progress throughout the whole of each lesson.
 - b) Senior management focusing on this aspect of learning when monitoring and supporting teachers.
2. Implement strategies to raise attainment in boys' writing. *

* This is a target on the school's development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

19

Number of discussions with staff, governors, other adults and pupils

10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	32	42	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

YR- Y6

Number of pupils on the school's roll (FTE for part-time pupils)	201
Number of full-time pupils eligible for free school meals	15
Special educational needs YR – Y6	
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	52
English as an additional language	
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	% for 1998/99
School data	5.0
National comparative data	5.4

Unauthorised absence

	% for 1998/99
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	6	7
	Girls	10	14	14
	Total	24	20	21
Percentage of pupils at NC level 2 or above	School	83 (78)	93 (87)	93 (91)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	13	14	14
	Total	25	26	27

Percentage of pupils at NC level 2 or above	School	86 (87)	90 (96)	90 (87)
	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	11	12	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	10
	Girls	12	12	11
	Total	21	22	21
Percentage of pupils at NC level 4 or above	School	91 (93)	96 (100)	91 (100)
	National	75 (70)	72 (69)	78 (68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	12	12	12
	Total	23	23	23
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0

Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	201
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.0
Number of pupils per qualified teacher	25.1
Average class size	28.7

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	120

FTE means full-time equivalent.

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.

Financial information

Financial year	1999/2000
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	£
Total income	311579
Total expenditure	314833
Expenditure per pupil	1599
Balance brought forward from previous year	6675
Balance carried forward to next year	3421

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	201
Number of questionnaires returned	99

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	66	34	0	0	0
Behaviour in the school is good.	75	24	1	0	0
My child gets the right amount of work to do at home.	49	44	5	1	1
The teaching is good.	75	23	0	0	2
I am kept well informed about how my child is getting on.	49	43	5	0	3
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	63	34	2	0	1
The school is well led and managed.	82	15	0	2	1
The school is helping my child become mature and responsible.	76	19	2	0	3
The school provides an interesting range of activities outside lessons.	64	31	2	0	3