

INSPECTION REPORT

BIDBOROUGH C of E PRIMARY SCHOOL

Bidborough, Nr Tonbridge

LEA area: Kent

Unique reference number: 118598

Headteacher: Mr A Tulloch

Reporting inspector: Michael J Pipes
17651

Dates of inspection: 26 - 27 November 2002

Inspection number: 247926

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Controlled (C of E)
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Spring Lane Bidborough Tunbridge Wells Kent
Postcode:	TN3 0UE
Telephone number:	01892 529333
e-mail:	Headteacher@bidborough.kent.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Mr Ashley Dowson
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
17651	Michael J Pipes	Registered inspector
11414	Ann Bennett	Lay inspector
20483	Deborah J Yates	Team inspector

The inspection contractor was:

Open Book Inspections
6, East Point
High St
Seal
Sevenoaks
Kent TN15 0EG

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bidborough Primary is a Church of England Controlled School admitting pupils from nearby villages and Tonbridge. It is oversubscribed, and preference is given to families requesting a church school. There is no nursery, but children may be admitted to the reception class after their fourth birthday on a part-time basis. There are 89 boys, 89 girls and the full-time equivalent of 15 in the reception class. There are eight pupils with family links to other languages and cultures, two of them speaking English as an additional language. Only one pupil is eligible for a free school meal, but about 18 per cent are on the register of special educational needs, similar to the national average. Two pupils have statements of special educational need, a proportion below the national average. Attainment on entry is above the national average.

HOW GOOD THE SCHOOL IS

This is a good school, led well and managed effectively. All the pupils make good progress, especially in the reception and infant classes and in the upper junior years. Standards have risen to well above the national average by the time the pupils leave the infant section, and that advantage is now being maintained, on the evidence of lessons seen during this inspection, in the junior years. Teaching is predominantly good and the school gives good value for money.

What the school does well

- The teaching and learning are predominantly good and standards are above average.
- The pupils make good progress in the reception and infant classes and in the upper junior years.
- There is a good ethos which encourages good behaviour and positive attitudes to learning.
- There is a broad and rich curriculum which fosters the development of the whole child.
- The school monitors and evaluates its own performance and takes effective action.
- The school makes effective use of its resources and gives good value for money.

What could be improved

- Progress through the junior years is slower, especially in Years 3 and 4.
- Too little use is made of regular assessment to improve lesson planning and target setting.
- Communication with the parents is not always effective enough.
- The accommodation is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. Since then there has been a considerable change in the curriculum and the way it is delivered, with more emphasis on whole class teaching and less on specialist subject teaching, not least because of the difficult site for pupil movement. Standards and the progress made by the pupils have been maintained, and the school has sustained the good ethos and above average results. The school has continued to develop and has made satisfactory progress.

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
	2000	2001	2002	2002
English	A	B	B	D
mathematics	A	A	A	B
science	A*	B	A	A

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

At the end of the infant years in 2002, the grades in reading, writing and mathematics were AAA compared with both the national average and similar schools. Though the school's results of the Year 6 pupils have been consistently above and well above the national average (and in the top 5 per cent of all schools in science in 2000), there was a relative weakness in English in 2002 compared with schools in similar circumstances. The school recognised this and is taking effective action, especially to raise expectations in English in the early junior years. However, these results need to be viewed with some caution because of the relatively small numbers of pupils involved. To maintain the high grades, the results have improved steadily over recent years, in line with the improving national trend. The few pupils with below average capability or needing special help, for instance in learning English as an additional language, are catered for very well. They and the high capability pupils, some of whom hope for a grammar school place, achieve well, but the middle range pupils make, relatively, the least progress. There is no significant difference between the performance of the boys and the girls. The school analyses its performance accurately and sets challenging targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy coming to school and have a positive attitude to their learning.
Behaviour, in and out of classrooms	Very good. The pupils know right from wrong, respect and abide by school rules and are very considerate. There have been no recent exclusions.
Personal development and relationships	Good. The pupils respond well to opportunities to take responsibility and demonstrate maturity. There are good relationships between the pupils, especially in the care shown by the older pupils for the younger ones.
Attendance	Very good. The attendance rate is well above the national average and all absences are properly accounted for.

There is a strong Christian ethos and respect for the needs of the whole person, demonstrated through a curriculum which recognises and celebrates achievement in a wide range of talents and accomplishments. Each pupil feels valued and responds accordingly.

For instance, the pupils are quiet and get on with their work when the teacher is concentrating support on another group.

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 of English seen was very good in the foundation (reception) class and in Year 2 and good, overall, in the junior year classes. The school's response to weaker results in English in 2002 has been swift and effective. The teaching of mathematics was good in the reception class and the infant class seen, and predominantly satisfactory in the junior years. There was, however, too much inhibition about discussing alternative strategies to problem solving and a fear of 'getting the wrong answer'. The format and content of the literacy and numeracy lessons conform well to the expected pattern and the good influence of these initiatives is evident across the curriculum.

The strengths in the teaching seen included: high expectations in the reception class and infant classes; good pupil management throughout the school; good use of time, resources, especially information and communication technology (ICT) and support staff; and, in the reception class, good appreciation of the capabilities and needs of each pupil. Weaknesses included: expectations not high enough and the pace sometimes too slow in the lower junior classes; and insufficient use of on-going assessment to inform short-term planning of lessons. Of the 23 lessons or part-lessons seen, the teaching was very good in two lessons, good in fourteen and satisfactory in seven: no unsatisfactory teaching was seen.

The quality of learning matched the quality of teaching closely. It was best in Year 2, where expectations were high and the pace of lessons brisk and interesting. Throughout the school, the least well served pupils were those of average capability, for whom expectations were sometimes not demanding enough. The pupils work hard and are keen to learn, but too often want to learn secure processes and failsafe strategies. There is less emphasis than in most schools on investigation and independent learning, though the pupils show good capability in managing their own learning when given the opportunity.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It recognises the variety of talents and needs. There is good subject expertise in English, history, ICT and French. The teachers are working well to reduce overlap and repetition between classes.
Provision for pupils with special educational needs	Good. Their needs are recognised and met well. The Individual Education Plans (IEPs) are good and parents are fully involved
Provision for pupils with English as an additional language	Good. The very few pupils receive special support and are making good progress. They are fully and successfully integrated into main-stream lessons.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for moral and social development is very good, but cultural development, though good in respect of heritage, is restricted with respect to multi-cultural experience and understanding.
How well the school cares for its pupils	The ethos of the school is to respect the individual and the school cares well for its pupils.

The curriculum is broad, balanced, well managed and meets statutory requirements. The French lessons provided at Year 6 level are expertly taught and very worthwhile. There is a good range of peripatetic music teaching and a very good range of sports and out-of-school activities. The parents support the school well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher has a clear vision and strong but consultative approach to the reforms he sees as necessary. He is well supported by the governors, and is training colleagues to accept increasing responsibility for the management of their subject areas.
How well the governors fulfil their responsibilities	The governors have a good overview of the strengths and few weaknesses of the school. They are very supportive and committed.
The school's evaluation of its performance	Very good. A strength in the school's development and progress. The good data collected are used selectively and effectively to inform planning.
The strategic use of resources	Very good. The site is very difficult and imposes considerable constraint. Within those limitations, the headteacher has deployed his staff and resources effectively and has spread staffing strengths particularly astutely.

The school is fully staffed, but with one overseas teacher needing induction support. The school occupies an unsatisfactory, ad-hoc range of buildings on a steeply sloping site with a sloping field at the side. There are steep steps between classrooms, leading to the most recent building, a good hall, on the lower level. The reception class is in the original classroom at the top. The school office is in an outbuilding across the very small playground at the top of the slope. The main playground, to which reception pupils are led up and down the steps, is on the lower level. The school is accumulating modest reserves to contribute to building improvements. The teachers are united in a clear vision for the development of the school. They are all working well to fulfill their curriculum responsibilities. The governors have a clear eye to obtaining best value for the school.

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 child likes school.• Behaviour in school is good.• The school is helping their children to become mature and responsible.	<ul style="list-style-type: none">• To be kept better informed about how their child is getting on.• The school working more closely with parents.

There is a problem in communication with the parents who do not pick their child up from school and a significant minority said that they would feel uncomfortable approaching the school with problems or concerns. Most, however, welcome the regular and informative contact with the headteacher and staff. Despite regular newsletters, reports that are informative and consultation evenings, many parents would like even more regular and detailed information about their child's attainment and progress. Inspectors agree that there is a need to look at how communication with the minority could be improved, but judge that the school's efforts and current performance are not unsatisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The teaching and learning are predominantly good and standards are above average

1. Teaching and learning are predominantly good throughout the school. Standards observed in the reception and infant classes were above average, with good pace and high expectations, particularly in the English lesson seen in Year 2. In the reception class, extended conversations with the children enhance vocabulary and powers of expression. The natural enthusiasm for learning is very well encouraged and satisfied. In the infant classes, the work is very well organized for systematic progression and organized learning. In the junior classes, good teaching was seen in English, science, history, geography and French, reflecting good teacher expertise in those subjects. The school's reaction to the lower 2002 English national test results has been swift and effective, with teaching and learning good in four of the six English lessons seen in the junior classes. In mathematics, the teaching is good in Year 2 and satisfactory in the other classes. The pupils work hard and are keen to learn. However, there is rather more emphasis than normal on processes and routines: for instance, in setting out and mechanically solving 'sums'. There is less emphasis than in most schools on investigation and independent learning.
2. The strengths in the teaching seen included: high expectations in the reception class and infant classes; good pupil management throughout the school; and good use of time, resources (especially ICT) and support staff. Lessons are well organized. The pupils know the routines expected of them and are attentive. Lessons start promptly and there is a good work ethic. Good use is made of time and resources. Throughout the school, the pupils work and learn well in groups and show good capability in managing their own learning when given the opportunity.

The pupils make good progress in the reception and infant classes and in the upper junior years.

3. The overall pattern of pupil progress in the school is: good in the reception class; good in the infant classes, particularly in Year 2; satisfactory in Years 3 and 4; and good in year 5, with a motivating focus on examinations in Year 6. The pupils with special educational needs, or for whom English is an additional language, make good progress. The teachers readily recognise the needs of the high-capability pupils, but are less secure in their analysis of the needs and degree of challenge required by the average-capability pupils. Lesson planning identifies the needs of different pupils, but the degree of rigour and the careful planning to support the middle-range pupils in their learning is less apparent than for the other pupils.
4. The headteacher has deployed his teachers effectively, recognising their strengths and expertise. The teacher from abroad takes the Year 1 class and is paired with the Year 2 teacher whose English and design and technology lessons were very good. Experienced teachers take the Years 3 and 4 classes, charged with raising expectations and rates of progress. Some encouraging signs were seen during the inspection, but there is still scope for extending the range of learning opportunities and demanding more of the pupils, especially in mathematics.

There is a good ethos which encourages good behaviour and positive attitudes to learning

5. The good ethos in the school is based on clear Christian principles and the high expectations of the parents, governors and staff. Time for reflection and appreciation of the wider world and the spiritual dimension were seen regularly in lessons observed. The pupils respect the needs and individuality of others. There is a pleasant atmosphere in the school. The pupils are polite and friendly, showing respect, and they are confident in initiating conversation and ready to offer an opinion.
6. Behaviour in classes and around the school is very good. The older pupils are particularly considerate when moving around the difficult site, and show great care for the younger, more vulnerable pupils. The attitude of the pupils to their learning is good, reflecting the quality of teaching. In the 23 lessons seen, the pupils' attitude was very good in three, good in a further 14 and satisfactory in the remaining seven. The attitude of the pupils was never less than satisfactory.

There is a broad and rich curriculum which fosters the development of the whole child

7. Considerable effort has been made recently to ensure that the curriculum is integrated and that key skills are fostered and developed in all subjects. The introduction of the literacy and numeracy initiatives has had a beneficial impact, as intended, across the whole curriculum, and not just in English and mathematics. Except for science, music and ICT in the upper junior years, all the other subjects are taught by the class teacher. This ensures good linking between subjects and that demands, such as in writing, are consistent. All the subjects of the National Curriculum are taught, and a good French lesson was observed in Year 6.
8. There is an extensive range of extra-curricular activities and opportunities. From the questionnaire sent to parents, 86 per cent agreed that the school 'provides an interesting range of activities outside lessons'. The pupils were seen taking part in field games, instrumental music lessons, clubs and using computers. The pupils are treated as individuals who are developing as rounded people.

The school monitors and evaluates its own performance and takes effective action

9. The headteacher has a good range of data about the school's performance. He analyses the data well and selects key indicators expertly. He is aware of trends, strengths and weaknesses, and takes prompt and effective action. Monitoring of teaching and learning is well established. Responsibility and accountability for standards is being delegated to subject co-ordinators as time for training and opportunities for observing other classes permits. There is a very good spirit of co-operation between the teachers; the headteacher is very good at consulting and steering opinion to a consensus. The school is now planning to moderate the evaluation of its performance, by using the expertise of local authority inspectors and, possibly, visits to other schools.
10. A good example of the school's prompt response to performance indicators has been in English. The 2002 national test results for the 11-year-olds showed that, compared with similar schools, the performance had been below average, though above average compared with all schools. The school was already aware of some weaknesses in the range of writing skills, but the data also suggested that the pupils were not reading widely enough. The school acted on this, and the teaching and learning seen during this inspection were predominantly good in English in the junior classes.

The school makes effective use of its resources and gives good value for money

11. The per capita funding, £2051 per pupil in 2001/2, is less than most schools, and the school makes effective use of it, with a keen eye to obtaining best value for money. The teachers, the most expensive element, are deployed expertly to make best use of collective expertise and experience. For instance, the recently appointed teacher from South Africa works closely with the very successful Year 2 teacher. In the junior years, the expert in information and communication technology (ICT) teaches the Year 5 class, well placed to share her expertise.
12. The site, however, poses a lot of problems. For instance, the classrooms are in separate blocks, making decisions about the storage, sharing and distribution of teaching resources a key management issue. The school has thought these matters through well: for instance, in deciding to put the small ICT suite in the old school house. Overall, the governors and headteacher have a good grasp of the more complicated than usual factors influencing the way they allocate the funding. The governors have been accumulating a modest surplus, now about eleven per cent of an annual budget, earmarked for buildings improvements. The finances are very well managed and the school gives good value for money.

WHAT COULD BE IMPROVED

Progress through the junior years is slower, especially in Years 3 and 4

13. The emphasis on targets and challenging teaching, has tended to be focused on the examination Years 2 and 6. The four year stretch through Years 3 to 6 has now been recognised with the introduction of optional testing at the end of Year 4, where the national expectation is for the majority of the pupils to attain Level 3. In deploying his teachers, the headteacher has brought an experienced Key Stage 1 teacher into the lower junior years and focused target-setting challengingly high for these pupils.
14. The impact of this relatively recent focus was apparent in the lessons seen, with much of the teaching good, but attainment levels not yet sufficiently above the very good attainment in Year 2. There is a continuing need to ensure that expectations are higher in these years, that the pace of lessons is sufficiently challenging, and that collective staff subject expertise is used to ensure rigour in the work tackled. The developing subject co-ordinator roles are important in this process, so that progress through these years maintains the good learning momentum seen in Year 2.

Too little use is made of regular assessment to improve lesson planning and target setting

15. The headteacher collects relevant data, analyses them and interprets needs very well, but these refer to whole-school issues. The similar process which should be occurring in each class is less well understood and implemented. The teachers know their pupils well, and reports show good analysis of overall and medium-term learning. However, at the end of each lesson, the plenary session is only rarely used effectively enough for the teacher to gain an accurate assessment of which pupils have grasped the expected ideas, knowledge and skills, and which of them need reinforcement in the next lesson.
16. The lesson plans seen were based on the expected coverage from the scheme of work and the National Curriculum. Group work, as planned and seen, recognised the general differences in attainment and capability of different sets of the pupils. However, no reference was seen to regrouping on the basis of the evidence of learning in the

previous lesson. The pupils who are most disadvantaged by this are those of average capability who may have just, or just not, understood what was taught in the previous lesson. Until picked up by the teacher when focusing support on a particular group, this lack of clear understanding may accumulate for several lessons. There is a need, therefore, for the teachers to have a mechanism, and to use the end-of-lesson session to check what has, and has not, been learnt.

Communication with the parents is not always effective enough

17. In the parents' questionnaire returns, 35 per cent of the parents' returns indicated some disagreement with the statement that 'I am kept well informed about how my child is getting on'. In answer to another question, 19 per cent indicated some disagreement that 'The school works closely with parents'. Inspectors looked into these issues. By talking to parents collecting children at the end of school, it is clear that they feel well enough informed, but they appreciate that use of the 'white-board' near the gate to make appointments for consultations disadvantages those parents who use child-minders to collect their children. Also, children are picked up at different gates at the top and bottom of the steeply sloping site.
18. There is room for development of the various strands of communication with the parents. Most teachers are accessible and willing to talk at the end of each day, but the parents of the part-time reception pupils would like even more opportunities for brief informal chats. The newsletter is informative but could be more attractive. There is very good ICT expertise in the school. If the pupils can be treated to 'powerpoint' presentations, the newsletter could certainly be improved in style. However, the main problem is that ambitious, demanding parents are hungry for information, mainly to decide what more they might do to help their child's progress. This is one of the greater demands of this kind of school, and one which the governors, headteacher and staff should try to meet.

The accommodation is unsatisfactory

19. The accommodation is unsatisfactory. It serves requirements in terms of space and facilities, but its deployment in several small teaching blocks across a steeply sloping site creates unreasonable difficulties. The outside play facilities for the reception pupils are unsatisfactory, and at break and lunchtimes they have to be led down steep steps to the hall and main playground area. The surface of the main playground contains too many potholes and is unsafe. The Years 1 and 2 block is in a poor state of repair, and young pupils have to go upstairs to their classroom. In inclement weather, movement between blocks is unreasonably hazardous. The headteacher's office, at the top of the slope, is too far away from the majority of the classrooms and the staff base. The accommodation for the office is cramped and in a poor separate building.
20. As soon as possible, the accommodation needs urgent review and very considerable investment. A modest budget surplus has been accumulated as a contribution to this. In the meantime, the governors, headteacher and staff are making the best possible use of the facilities and resources provided, but the accommodation is having a negative impact on the quality of the education provided, and inhibiting progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. To improve still further the quality of the education provided and the standards attained by the pupils, the governors, headteacher and staff now need to:

- (1) focus on standards and progress in the lower junior years by ensuring that the work is challenging and rigorous and that demanding targets are set and met;
- (2) ensure that the individual learning needs of each pupil are known and met by improving the quality and regularity of day-to-day assessment to inform planning of the next lesson;
- (3) Improve communication with the parents by reviewing and improving the range of mechanisms and convincing them that the school is keen to meet their wishes;
- (4) Improve the safety, comfort, convenience and effectiveness of all who work on the site, by treating as an urgent priority the need to improve the accommodation and its deployment across a difficult, though pleasant, site.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	14	7	0	0	0
Percentage	0	9	61	30	0	0	0

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

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)	0	193
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y5
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	34

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.2

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	15	15	16
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	93 (94)	93 (97)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	15	16	17
	Total	28	29	30
Percentage of pupils at NC level 2 or above	School	93 (97)	97 (97)	100 (97)
	National	85 (85)	89 (89)	89 (89)

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
	20022	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	12	10	15
	Total	25	24	30
Percentage of pupils at NC level 4 or above	School	83 (80)	80 (83)	100 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	13	12	13
	Total	25	25	27
Percentage of pupils at NC level 4 or above	School	80 (73)	83 (87)	90 (87)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
171	0	0
0	0	0
5	0	0
0	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
2	0	0
1	0	0
0	0	0
0	0	0
0	0	0
8	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	7.55
Number of pupils per qualified teacher	25.6
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	181.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.4
Number of teachers appointed to the school during the last two years	5.8

Total number of vacant teaching posts (FTE)	nil
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	Nil00000000 00

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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Total income	463004
Total expenditure	430772
Expenditure per pupil	2051
Balance brought forward from previous year	20267
Balance carried forward to next year	52499

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	4	0	0
My child is making good progress in school.	41	44	5	3	6
Behaviour in the school is good.	35	58	2	0	5
My child gets the right amount of work to do at home.	33	57	9	0	1
The teaching is good.	47	43	3	0	6
I am kept well informed about how my child is getting on.	27	35	24	11	3
I would feel comfortable about approaching the school with questions or a problem.	53	29	15	3	0
The school expects my child to work hard and achieve his or her best.	48	37	8	1	5
The school works closely with parents.	30	37	19	10	4
The school is well led and managed.	40	42	13	0	5
The school is helping my child become mature and responsible.	38	56	3	0	3
The school provides an interesting range of activities outside lessons.	42	44	10	3	0

Other issues raised by parents

The parents who do not regularly come to the school to drop off or pick up their children said that they sometimes missed messages written on the 'white-board' at the entrance to the school. At the parents' meeting there was support for the wish of some parents to be kept more fully informed about their child's attainment and progress.

Some of the parents of pupils in the reception class were unhappy that their child was only allowed to attend part-time initially. If the child had been full-time at a nursery, and if the parents were both working full-time, this created problems. Inspectors noted, however, that the school would hold a place open if parents decided to keep their child at a nursery until entitled to a full-time place.