

# INSPECTION REPORT

## **TENTERDEN INFANT SCHOOL**

Tenterden

LEA area: Kent

Unique reference number: 118382

Headteacher: Mrs H Sadler

Reporting inspector: Mr Christopher Gray  
21037

Dates of inspection: 21-23 May 2001

Inspection number: 193078

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |   |
|------------------------------|---|
| Type of school:              | Infant                                      |
| School category:             | Community                                   |
| Age range of pupils:         | 4-7   |
| Gender of pupils:            | Mixed                                       |
| School address:              | Recreation Ground Road<br>Tenterden<br>Kent |
| Postcode:                    | TN30 6RA                                    |
| Telephone number:            | 01580 762086                                |
| Fax number:                  | 01580 766352                                |
| Appropriate authority:       | The governing body                          |
| Name of chair of governors:  | Mr R Powell                                 |
| Date of previous inspection: | 19 March 1997                               |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                   |                      |
|--------------|-------------------|----------------------|
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| 1165         | Peter Dannheisser | Lay inspector        |
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Tenterden Infant School is situated in the centre of the town of Tenterden in Kent. The school is for children aged four to seven, and has 261 full-time pupils (147 boys and 114 girls) and one part-time pupil. This is similar in size to most primary schools. Children's attainment on entry is higher than the national average.

The immediate environment is a pleasant market town. Children come from a wide range of backgrounds, though the majority come from families whose socio-economic circumstances are higher than national averages. Approximately 6.5 per cent of pupils are entitled to receive a free school meal, which is lower than most infant and junior schools. One pupil speaks English as an additional language, though this child is not at the early stages of English language acquisition. At 0.4 per cent, this is lower than found in most schools. There are 55 pupils on the register of special educational need; at approximately 21 per cent of the school's roll, this is broadly in line with the national average. Six pupils have statements of special educational need and, in percentage terms (2.3 per cent), this is above average.

### **HOW GOOD THE SCHOOL IS**

Tenterden Infants is a good school, which is popular with parents. Pupils work hard and have very good attitudes to their work. The standards they attain in reading, writing, mathematics and science by the time they leave the school are well above national averages. The overall quality of teaching is good. The school is very well led by the headteacher, senior staff and governors. The school gives good value for money.

#### **What the school does well**

- Pupils' attainment in reading, writing, mathematics and science is well above the national average.
- Pupils' attitudes to learning and their relationships are very good and their behaviour is good.
- The quality of leadership is very good and governors are very effectively involved in the school.
- The overall quality of teaching across the school is good and the contribution made by learning support assistants is of considerable importance.
- Provision for pupils' personal development is very good.

#### **What could be improved**

- This is a good school and there are no key issues for improvement.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in 1997. Two of the four key issues concerned developing the role of the senior management team and co-ordinators and establishing systems for monitoring and evaluating the school's performance. These have been very thoroughly addressed and the management of the school is one of its strengths. The remaining issues focused on schemes of work and systems of assessing pupils' attainment and the school has progressed well in these areas.

In addition, the school has worked hard to improve and enhance its environment (though it has been unable to replace an old mobile classroom which lacks lavatories, a cloakroom or even an inner door to keep out the bad weather). Standards have been maintained at high levels over a number of years. Overall, the progress made since the last inspection has been very good.

## STANDARDS

The table shows the standards achieved by 7-year-olds based on National Curriculum test results.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1998          | 1999 | 2000 | 2000            |
| Reading         | A             | A    | A    | A               |
| Writing         | A             | A    | A    | A               |
| Mathematics     | A             | A    | B    | B               |

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

The table indicates that pupils' attainment in the 2000 National Curriculum tests and teacher assessments in reading and writing was well above the national average and the average for similar schools. In mathematics, their attainment was above both the national and similar schools' average. These comparisons show that the school achieves well in all areas. There is a general trend of improvement across the last four years. The provisional results for the 2001 National Curriculum tests suggest a continuation of the trend and that pupils' performance in mathematics is more similar to that in reading and writing than was the case in 2000.

The school has a detailed and effective system of setting targets for each pupil. They are realistic yet challenging and pupils are enabled to meet them. Current standards, as found by the present inspection, show that attainment is well above the national average in English, mathematics and science. In information technology, most pupils are attaining at least the national expectation, with many above. The school has invested in much new equipment, which is having a good effect on raising standards in information technology.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils have mature attitudes for their age, reflecting their motivation to improve and their respect for the school. They and the staff produce a happy working environment. There is a clear sense of commitment to improve amongst virtually all children. |
| Behaviour, in and out of classrooms    | Behaviour is good in the classrooms, around the school and in the playground.  |
| Personal development and relationships | Very good. Pupils are confident, take responsibility and attain high levels of independence for their age.   |
| Attendance                             | Better than the national average.  |

## TEACHING AND LEARNING

| Teaching of pupils:  | aged up to 5 years | aged 5-7 years |
|----------------------|--------------------|----------------|
| Lessons seen overall | 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 quality of teaching in the school overall is good. It is excellent in 12 per cent of lessons, very good in 12 per cent, good in 59 per cent and satisfactory in 18 per cent. There was no unsatisfactory teaching.

Literacy and numeracy are taught well. Teachers set high standards for their pupils, in terms of both the work they are set and the behaviour expected. In an excellent creative writing lesson for Year 2, most pupils produced over half a page in about 20 minutes and many wrote a whole page. Examples of high standards are these atmospheric openings: *The wind was howling and the waves were rough* and *It was a*

*dark and stormy night and the sea was rough.* This lesson was part of the Year 2 creative writing workshops, which are a strength of the school.

The school has a good number of learning support assistants. They have attended relevant training and are well used in all classes. Teachers plan their role carefully and assistants make an important contribution to the standards achieved.

Teachers' marking is thorough and of good quality across the school and this contributes much to pupils' good learning. Teachers often ask a question in the marking, which promotes good learning because the pupils are required to respond in writing, which they do. Sometimes, they even write *Thank you* where a compliment has been paid them.

Occasionally, pupils are kept for too long on the carpet during teachers' introductions to lessons.

### OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Broad and balanced. The school works hard to ensure that all its pupils have an equal chance of receiving a good education. The curriculum is enhanced by a wide variety of visits and visitors.  |
| Provision for pupils with special educational needs   | Good. Individual education plans are of good quality and teachers and assistants give good support.   |
| Provision for pupils with English as an additional language                                 | Satisfactory overall. The support of outside agencies is sought when necessary.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Parents at the pre-inspection meeting were unanimous in asserting that attendance at Tenterden Infants is making their children better people, and one of the factors they identified was the growing independence which children display. Pupils are encouraged to take responsibility for parts of their own learning and to take responsibilities around the school. |
| How well the school cares for its pupils  | The school provides a good level of care and welfare. A happy and secure atmosphere is evident throughout the school.   |

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher has a clear educational vision, which is shared by the deputy headteacher and senior management team. They work together well and very effectively, with a clear delegation of responsibilities.      |
| How well the governors fulfil their responsibilities             | The governing body is very committed and well informed. Governors are very much involved in the forward planning and monitoring of the school's work and they carry out their duties very effectively.                |
| The school's evaluation of its performance                       | The school has very good systems for evaluating its performance and the standards attained by the pupils. It uses the processes very well to set targets for improvement and to monitor progress towards the targets. |
| The strategic use of resources                                   | Staffing, resources and accommodation are used efficiently; there is a good understanding of the principles of 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"> <li>• Their children like school and make good progress</li> <li>• Behaviour in the school is good</li> <li>• The school is helping children to become mature and responsible</li> <li>• The school is well led and managed and teaching is good</li> <li>• Children are expected to work hard and achieve their best</li> <li>• The school works closely with parents and they are comfortable about approaching staff</li> </ul> | <ul style="list-style-type: none"> <li>• The information about how their children are getting on</li> <li>• The range of activities outside school</li> <li>• A number of parents regret the discontinuation of swimming</li> </ul> |

Before the inspection, two members of the inspection team attended a meeting with 21 parents. The responses to 108 questionnaires were analysed. The inspection team endorses parents' positive views about the school. Most parents are very pleased with the information they receive about their children's progress, but some would like more information on the curriculum. The school provides a wide range of out-of-school visits, but some parents were referring to extra-curricular activities. However, the school provides a number, such as French, recorders, drama and country dancing - which is greater than in many infant schools. The National Curriculum requirement for swimming is covered by the junior school.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### **Pupils' attainment in reading, writing, mathematics and science is well above the national average**

1. In the 2000 National Curriculum tests, pupils' overall results (where pupils' attainments at all levels are taken into account) in reading and writing were well above both the national average and the averages for similar schools. Results in mathematics were above the national and similar schools' averages. Teacher assessments in science were above the national and similar schools' average at Level 2 and above, and well above at Level 3<sup>1</sup>.
2. These results suggest that pupils did not do as well in mathematics in 2000 as in reading and writing. The school carried out a careful analysis of the results, which showed that, at the higher levels, Level 2B to Level 3, pupils' performance was similar to that in reading and writing. The difference lay in the number of pupils at the borderline of Levels 1 and 2. The school and the inspection team have looked carefully at the provision made in mathematics for pupils whose attainment is on the lower side of average. These pupils are as well provided for as others - in fact, they are frequently supported in small groups by the learning support assistants - and the findings of the current inspection are that standards in all four areas are well above average. This finding appears to be corroborated by the provisional results of the 2001 National Curriculum tests, though final figures and national data will not appear until the autumn.
3. Pupils' skills are tested when they start in reception, in line with national practice. This shows that attainment on entry is above the national average. When they leave at the end of Year 2, their attainment is well above average, showing that they are achieving well. The school sets targets for each child based on this early testing, as described below in paragraph 24. The regular review of progress based on these targets is a key factor in the maintenance of high standards.
4. Examples of high standards were observed in an excellent Year 2 creative writing lesson for a group of 27 higher attainers. Pupils keep a glossary of new words each week, which constitutes a list of advanced vocabulary, such as *tranquillity* and *petrified*. Pupils' ability to recall and use these on subsequent occasions was clearly shown in many of the scripts written by them in the National Curriculum writing test only a few days before the inspection. Pupils were writing about a baby owl's first flight and many of the words from their glossary were remembered, such as *debris* and *gnarled*. In the lesson, the focus was on writing a poem about a storm. They have learnt to jot down their ideas quickly as they occur to them, for later use. In the last part of the lesson, pupils read the poems aloud to a high standard, in order to record them. They used a great range of expression and dynamic - for example, to contrast the raging of the storm at the start of the poem with the tranquillity after it at the end.
5. The scrutiny of mathematics work showed many examples of high standards. For example, pupils of all abilities know how to turn a given sum into a word problem. One pupil had written, "A water bottle holds one litre and a milk carton holds half a litre. How much liquid will I have if I buy three bottles of water and two cartons of milk?" The child knew that this could be represented by the sum,  $3 + 1$ . The work was an instance of good cross-curricular skills, since handwriting and spelling were also of a good standard. On another occasion, a higher attaining pupil had investigated multiples and had found that 60 was the number with most factors in the range he examined. High standards in science, achieved as a result of good teaching, are described below in paragraph 15.

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<sup>1</sup> [The nationally expected level is Level 2.](#)

### **Pupils' attitudes to learning and their relationships are very good and their behaviour is good**

6. Pupils' attitudes to school are very good and are the result of both their own efforts and the school's very good provision for their personal development. By the end of the reception year, children know how to sit still in a circle for the start of lessons. They listen carefully to one another and their teachers and need very few reminders not to speak out of turn. In a good lesson on recognising coins, children were each given a real piece of money and were asked to place it on the appropriate large drawing of it in turn. All went quietly into the middle of the circle and sat down again without fuss and returned the coins to the teacher at the end of the activity.
7. Pupils in Year 1 are learning to express their opinions. In a good English lesson about rating a story, one boy gave it two stars because he enjoyed it, but not three stars, because he could not read the joke. In another very good lesson for Year 1 on creative writing, pupils listened carefully as others read their work and the quality of the reading and its content stimulated many to write more themselves.
8. There is a clear sense of commitment to improve amongst virtually all children, as is seen in how seriously they take their personal targets. In the creative writing lessons seen in Year 2, it was rewarding to see how hard pupils strove to improve their language and phrasing as a result of what the teacher said to individuals, or of hearing particularly good examples read aloud.
9. Relationships in the school are very good. They are relaxed yet respectful, so that pupils can joke with their teachers without overstepping the unwritten mark. Behaviour is good, a point emphasised by parents at the pre-inspection meeting. Children's very good relationships with the meal-time supervisors - as observed when one, arriving to collect a class at the end of the lesson, was invited to share in listening to the good work being read out - help to keep the playground a happy place. The school environment is very attractive and pupils do their part to keep it so.

### **The quality of leadership is very good and governors are very effectively involved in the school**

10. The headteacher has a clear educational vision, which is shared by the deputy headteacher and senior management team. They work together well and very effectively, with a clear delegation of responsibilities. The process of development planning involves all staff and governors and the school development plan is a vital, working document, which guides the work of the school and gives a clear picture of perceived strengths and weaknesses.
11. The maintenance of high standards is ensured by regular and frequent monitoring, which is organised on a clear programme. Every teacher is monitored at least termly and given feedback on what went well and what needs to be improved. This is undertaken by the headteacher, senior staff and local education authority advisers. Support or training are given as necessary.
12. Another important ingredient in the successful maintenance of standards is the pupils' progress system, recently introduced by the deputy headteacher and senior management team. This is described below (paragraph 24).
13. The school has a very committed and well-informed governing body. Several governors have professional expertise, which is used to the school's advantage. Governors have a clear awareness of the school's strengths and weaknesses and regularly review progress on the priorities of the school development plan. They are closely involved in analysing

the school's performance in tests and target setting. All governors take turns to visit classes to see the work of the school at first-hand and these visits have a focus, which has been agreed with the school. Feedback is given to all staff involved and written reports are given to the governing body. These processes ensure that the governors are fully informed about the work of the school and enable them to take a lead in determining its future direction.

14. The school has a good understanding of the principles of best value, as is demonstrated in the decision to set up their own catering service in conjunction with the junior school. Specific funds are spent appropriately and the school's finances are efficiently organised by the bursar, who is also a member of the governing body. The current budget looks likely to have an underspend which is slightly more than the recommended amount, but this is earmarked for window replacements and further improvements to the buildings.

**The overall quality of teaching across the school is good and the contribution made by learning support assistants is of considerable importance**

15. Teachers set high standards for their pupils, in terms of both the work they are set and the behaviour expected. Almost all pupils respond well, to produce a good classroom ethos, where learning is seen as the object of the day and enjoyable.
16. Teachers encourage pupils to develop independence and make decisions for themselves, which promotes good learning. For example, in a very good science lesson in Year 2, pupils were learning about forces. They wanted to find out what effect water in a bottle has on its propensity to roll. Because they are very familiar with what constitutes a fair test - that is, keeping all variables except one constant - they had decided in a previous lesson to fill identical bottles with different amounts of water and then roll them. After reminding pupils clearly what was being tested, the teacher asked them to design their own experiments by completing a planning sheet and then getting on with it. Pupils knew what was expected of them and it was fascinating to hear them discussing what else needed to be the same and where it would be best to carry out the experiment. Many of them realised that the push had to be the same and tried to devise ways of making sure that each bottle was rolled with the same amount of force. Though this proved very difficult, they persevered in their attempts, so that, by the end of the lesson, most pupils had realised that the presence of the water exerted an additional force once the bottle was moving. The teacher even introduced the word *momentum*.
17. Teachers have worked hard recently to develop the use of lesson objectives - that is, what they want their pupils to have learnt by the end of the lesson. An example of how effective this is was seen in an excellent English lesson for a group of Year 2 pupils of average ability. The teacher wanted the pupils to make use of "adventurous vocabulary to describe an imaginary event". This was made clear to them in simpler terms and written on the board. This drove the whole lesson. One of the most exciting parts was when pupils were asked to think of a good word to describe the raging sea shown in a nineteenth-century Japanese wood cut. When all were ready, each pupil volunteered a word, though no pressure was exerted and the few who were stumped could "pass". Some of the descriptive language that emerged was: *towering, roaring, crashing, immense, clawing*. A timely reminder of the learning objective in the middle of the lesson brought back to the plan the few pupils whose stories were wandering. By the end of the lesson, pupils were able to see that they had used a large amount of interesting words. Most pupils produced over half a page in about 20 minutes and many wrote a whole page. Two examples of atmospheric openings are: *The wind was howling and the waves were rough* and *It was a dark and stormy night and the sea was rough*. Work of this quality could not have been produced without the enormous drive and enthusiasm of the teacher and the learning support assistants.

18. This lesson was part of the Year 2 creative writing workshop, where pupils are arranged in three sets according to their prior attainment. Teachers plan the work thoroughly and the workshops are enormously successful, as is shown by the stories pupils wrote for the National Curriculum tests, which they had just taken in the weeks before the inspection. These workshops are a strength of the school.
19. The use of lesson objectives is well established in most lessons, though there are a few occasions when they could be more sharply focused; for example, in showing what different groups of pupils might achieve.
20. The school spends a large amount of money on learning support assistants - a much above average proportion of its income. Their work is of good quality and contributes significantly to the standards attained. The assistants have received much training in line with the school's priorities. Teachers plan exactly what the assistants are to do and ensure that they know what is expected of them. They know their pupils well and have good relationships with them.
21. Setting by ability is used only in creative writing in Year 2. In other lessons, pupils are often grouped by prior attainment. This worked well in a good Year 2 mathematics lesson about doubling numbers. Higher attaining pupils were asked to explain how to double 52 and then to consider the differences, if any, in doubling odd and even numbers. Because the pupils were grouped together, they were able to discuss their ideas. Two other pupils had shown how to double 13: one had written  $10 + 10$  and  $3 + 3$  whereas the other had put  $10 \times 2$  and  $3 \times 2$ . Their proximity meant they were able to consider which of them was right - and they realised that they both were. In another similar lesson where pupils were not so grouped, the opportunity for learning from discussing together was lost. Nonetheless, work was matched appropriately to pupils' abilities.
22. Teachers' marking is thorough and of good quality across the school and this contributes much to pupils' good learning. Teachers often ask a question in the marking, such as *Are the answers odd or even?* This promotes learning because the pupils are required to respond in writing, which they do. Sometimes, they even write *Thank you* where a compliment has been paid them.
23. Time is mostly used well by all teachers and lessons have a good pace - especially creative writing lessons across the school. Occasionally, pupils are kept for too long on the carpet during teachers' introductions to lessons.
24. The deputy headteacher and other members of the senior management team have done a lot of valuable work on target-setting over recent years. Outside training and advice have enabled them to set realistic and challenging targets for each child's results in the National Curriculum tests at the end of Year 2. These are based initially on the scores in baseline testing (tests administered to each child shortly after joining the school in reception) and then are reviewed regularly in conjunction with class teachers to ensure that no pupil falls behind expectations. Personal targets are also set for creative writing and reading - such as, *Use more connectives* or *Use more expression when reading aloud what people say*.

### **Provision for pupils' personal development is very good**

25. Parents at the pre-inspection meeting were unanimous in asserting that attendance at Tenterden Infants was making their children better people, and one of the factors they identified was the growing independence which children display. They attribute this in part to the effective use of circle time (when pupils sit in a circle and express their views and feelings in turn), which the school introduced in response to the last inspection.

26. Evidence of how pupils are encouraged to take the initiative in aspects of their learning was cited above (paragraph 16), from a Year 2 science lesson on forces. Another example is the good use pupils make of their personal targets. These are written conspicuously in writing books and reading folders and many pupils were seen referring to them, with a positive effect on the task in hand.
27. Pupils are also encouraged to take a part in the running of the school. As well as opportunities to be helpers and monitors, a committee was recently formed to make decisions about the school environment and playground equipment. Assemblies are frequently enhanced by members of a class acting as an orchestra, to accompany hymns with percussion instruments. Another example is the illustration on the cover of the leaflet for new parents about preparing for school. This drawing shows a young child's impression of a classroom against the backdrop of a house and says much to new parents about the importance placed on children's happiness, security and development.
28. The school makes very good use of the local community to broaden pupils' experience of their social and cultural surroundings. Examples are the police and fire brigade, members of the Jewish community, a beekeeper and visits out to local places of interest. A recent visit to Year 2 of a group of Japanese people inspired much good work across the curriculum, including the Year 2 English lesson on being washed overboard in a storm, referred to above.
29. Children are encouraged to be polite, considerate and honest. The theme of assemblies during the week of the inspection was care for the environment and the work of the children's committee was displayed. Social and moral provision were seen as a strength of the school at the last inspection and this continues to be the case.

#### **WHAT COULD BE IMPROVED**

30. This is a good school and there are no key issues for improvement.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

|  |    |
|--|----|
| Number of lessons observed   | 18 |
| Number of discussions with staff, governors, other adults and pupils | 18 |

### Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 12        | 12        | 59   | 18           | 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 – Y2 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 262     |
| Number of full-time pupils known to be eligible for free school meals | 17      |

FTE means full-time equivalent.

| Special educational needs   | YR – Y2 |
|---|---------|
| Number of pupils with statements of special educational needs       | 6       |
| Number of pupils on the school's special educational needs register | 55      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 1            |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 12           |
| Pupils who left the school other than at the usual time of leaving           | 15           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.9 |
| National comparative data | 5.2 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 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

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|  | 2000 | 38   | 44    | 82    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC Level 2 and above   | Boys     | 35      | 34      | 33          |
|   | Girls    | 44      | 43      | 41          |
|   | Total    | 79      | 77      | 74          |
| Percentage of pupils at NC Level 2 or above | School   | 96 (96) | 94 (92) | 90 (95)     |
|   | National | 83 (82) | 84 (83) | 90 (87)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC Level 2 and above   | Boys     | 34      | 34          | 35      |
|   | Girls    | 43      | 42          | 43      |
|   | Total    | 77      | 76          | 78      |
| Percentage of pupils at NC Level 2 or above | School   | 94 (95) | 93 (94)     | 95 (94) |
|   | National | 84 (82) | 88 (86)     | 88 (87) |

*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                           | 261          |
| Any other minority ethnic group | 1            |

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

|                              | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage   | 0            | 0         |
| Black – African heritage     | 0            | 0         |
| Black – other                | 0            | 0         |
| Indian                       | 0            | 0         |
| Pakistani                    | 0            | 0         |
| Bangladeshi                  | 0            | 0         |
| Chinese                      | 0            | 0         |
| White                        | 0            | 0         |
| Other minority ethnic groups | 0            | 0         |

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y2**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 11   |
| Number of pupils per qualified teacher   | 23.8 |
| Average class size                       | 29   |

#### **Education support staff: YR – Y2**

|   |     |
|---|-----|
| Total number of education support staff | 18  |
| Total aggregate hours worked per week   | 274 |

*FTE means full-time equivalent.*

### **Financial information**

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

|  | £       |
|--|---------|
| Total income                               | 433,129 |
| Total expenditure                          | 431,061 |
| Expenditure per pupil                      | 1,759   |
| Balance brought forward from previous year | 26,030  |
| Balance carried forward to next year       | 28,098  |

## Results of the survey of parents and carers

Questionnaire return rate 41%

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 262 |
| Number of questionnaires returned | 108 |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 63             | 35            | 2                | 0                 | 0          |
| My child is making good progress in school.  | 58             | 40            | 0                | 0                 | 2          |
| Behaviour in the school is good.   | 55             | 43            | 0                | 0                 | 2          |
| My child gets the right amount of work to do at home.                              | 44             | 42            | 9                | 0                 | 5          |
| The teaching is good.  | 74             | 26            | 0                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 35             | 48            | 12               | 4                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 70             | 25            | 3                | 2                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 64             | 34            | 1                | 0                 | 1          |
| The school works closely with parents.   | 46             | 48            | 4                | 0                 | 2          |
| The school is well led and managed.  | 77             | 22            | 1                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 59             | 39            | 1                | 0                 | 1          |
| The school provides an interesting range of activities outside lessons.            | 31             | 44            | 9                | 5                 | 11         |

### Other issues raised by parents

A number of parents took the opportunity to make additional comments. Most of these were in praise of the school and its staff. A number of parents regret the discontinuation of swimming.