

INSPECTION REPORT

BRINDISHE PRIMARY SCHOOL

Lee, London SE12

LEA area: Lewisham

Unique reference number: 100717

Headteacher: Ms V Paterson

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 1st – 2nd May 2001

Inspection number: 195546

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Wantage Road Lee Green London
Postcode:	SE12 8NA
Telephone number:	0208 318 4626
Fax number:	0208 297 9761
Appropriate authority:	The governing body
Name of chair of governors:	Mr S Elia
Date of previous inspection:	17 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
15941	Mr C R Phillips	Registered inspector
14347	Mrs J Lindsay	Lay inspector
18340	Mrs M E Phillips	Team inspector

The inspection contractor was:

PPI Group Ltd

7 Hill Street
Bristol
BS1 5RW

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	8 - 11
WHAT COULD BE IMPROVED	11
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	12
PART C: SCHOOL DATA AND INDICATORS	13 - 16

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an average size community school for boys and girls aged three to eleven. It draws pupils from an area of mixed housing. The school has 246 pupils currently on roll. Although there are considerable variations between year groups, overall levels of attainment on entry are below the average found nationally, with significant proportions of children either above or well below average. The number of pupils entitled to free school meals (20 per cent) is above the national average. The proportion of pupils currently identified as having special educational needs (23 per cent) is broadly in line with the national average and six pupils have statements of special educational need. The percentage of pupils for whom English is an additional language (20 per cent) is high. Almost 40 per cent of the pupils come from minority ethnic groups.

HOW GOOD THE SCHOOL IS

This is an outstanding school. It achieves high standards and provides extremely well for the needs of all pupils. All aspects of its management are exemplary and the quality of teaching is very high. The school provides very good value for money.

What the school does well

- Standards of attainment by the time pupils leave the school are well above the national average.
- All pupils learn very well and make impressive progress, because the quality of teaching is very high. They enjoy a wide range of learning experiences and the school has a most effective system for the detailed and careful monitoring of all aspects of their progress.
- All pupils respond very well to the high expectations the school has for them; as a result they take responsibility for their own learning from an early age and their personal development. Their attitudes to all aspects of school life and the quality of relationships throughout the school are excellent.
- The school has established a very strong partnership with its parents who hold it in high esteem.
- The headteacher gives excellent leadership and is supported very well by the deputy headteacher and other managers, the very effective and committed teamwork of all staff and a strong and informed governing body.

What could be improved

- The limitations of the school's accommodation restrict some aspects of the pupils' experience.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in March 1997, it received a very positive report. All the key issues for action identified then were tackled promptly and effectively. The school has continued to improve and parents confirm that it never stands still. The results achieved by pupils in the national tests at the age of 11 have risen each year and are now well above the national average. The school constantly reviews all aspects of its life and it has the systems and personnel to ensure that it will continue to improve. It has rightly achieved the status of a beacon school.

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	C	A	A	A*
science	B	A	A*	A*

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

This is an impressive set of results, with those in science being in the top five per cent nationally. Evidence from this inspection confirms these high standards for the 11 year olds. Results in the national tests in 2000 for pupils at the age of seven were not as high and did not reflect the same upward trend. However, they still indicate improvement on the levels at which pupils entered the school, as do the standards presently being achieved by pupils of that age. Children nearing the end of the Foundation Stage are currently approaching the levels expected nationally for this age group. The school sets high targets and achieves them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils show excellent attitudes in all aspects of school life.
Behaviour, in and out of classrooms	Their behaviour is very good, overall, and becomes excellent as they respond to the school's influence. Pupils of all ages work and play well together, both in and out of the classroom.
Personal development and relationships	The pupils' personal development and the quality of relationships throughout the school are excellent.
Attendance	Attendance is satisfactory. Lessons start promptly and no time is wasted.

The quality of relationships, the personal development of the pupils and their attitudes to all areas of school life are particular strengths of the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very 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 all subjects, including English and mathematics, is very good, overall, and some teaching is excellent. The skills of literacy and numeracy are taught very well. Because of the

school's emphasis on individual achievement and opportunity, very good provision is made in each of the classes for the needs of all pupils, including those with special educational needs, or for whom English is an additional language, and the higher attainers. Of the lessons observed during the inspection, all were consistently good or better and over half were very good or excellent. The teachers' classroom management is very good, they are enthusiastic about teaching and they are very well supported by the classroom assistants. They have very good subject knowledge and consistently high expectations, teach basic skills very well, and provide a very good range of interesting and stimulating learning activities. Their careful use of assessment enables them to give constant and precise feedback to all pupils. The pupils respond very well to the experiences offered. They are encouraged to take responsibility for their own learning from an early age and thrive on this, becoming confident in their learning and knowledgeable about the progress they are making. Pupils of all attainment levels are keen to do well and believe they can, which is a major factor in their success.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, relevant and lively curriculum and a wide range of opportunities to enrich the pupils' learning through visits and extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is excellent and they make very good progress.
Provision for pupils with English as an additional language	The needs of these pupils are met very well, they are fully integrated into all aspects of school life and their progress matches that of the other pupils in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes excellent provision for the pupils' personal development. Throughout the school, they are encouraged to be reflective, to take responsibility, to care and to celebrate the different backgrounds and faith traditions from which they come.
How well the school cares for its pupils	The school cares very well for its pupils. It has excellent arrangements for the identification and monitoring of the progress made by pupils in all aspects of their learning and development.

Parents believe that the school is doing a very good job in encouraging their children to do well and to develop well, both personally and socially and that they are well informed about the work their children are doing and the progress they are making. The school offers a broad and stimulating range of learning experiences for all pupils, within and beyond the school and in spite of the restrictions imposed by the accommodation. All pupils are known well and are very well cared for. Throughout the school, they are treated with respect and respond very well to being valued.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and is supported very ably by the deputy headteacher and other managers. The various teams of teachers and other staff make a vital contribution to the continuing development of the school and to its management.
How well the governors fulfil their responsibilities	The governors provide excellent support for the school, are thoroughly committed to its continuing development and have an excellent awareness of its needs.
The school's evaluation of	The headteacher, governors and staff constantly review the school's

its performance	performance and look for ways to improve it.
The strategic use of resources	All resources are used efficiently for the benefit of the pupils in the school. In spite of the limitations of the accommodation, the staff make creative and efficient use of all the space available.

The school has a very clear educational direction under the leadership of the headteacher and is very effective. The governors, headteacher and staff review all development priorities regularly, evaluating all spending decisions and the school applies the principles of best value very well in the deployment of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school encourages parents to play an active part in its life, handles complaints well and is approachable. • The school gives a clear understanding of what is taught and parents are well informed about their children's progress. • Their children enjoy going to school and are able to achieve a good standard of work. • The school encourages the children to get involved in more than just their daily lessons and almost all parents are satisfied with the homework given. • The school's values and attitudes have a positive effect on their children and it achieves high standards of behaviour. 	

Parents have a very high opinion of the school and the opportunities it provides for their children; as one parent said, *'This is a gem of a school'*. The inspection team agrees fully with this very positive view.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of attainment by the time pupils leave the school are well above the national average.

1. The results of the 2000 national tests for 11 year olds in English, mathematics and science speak for themselves. Against all schools nationally, the results in English and mathematics were well above average; in science, they were even higher. The proportion of pupils attaining the higher grade of Level 5 was also well above the average nationally. When compared with schools of similar intake, the results in each of the subjects were very high. They represented a continuing picture of improvement for pupils of this age. Inspection findings confirm that the present Year 6 pupils are maintaining the impressive levels achieved by their predecessors.
2. Results in the national tests for pupils who were seven in 2000 were broadly in line with national averages for the number of pupils attaining Level 2 or better. The proportion attaining the higher grade of Level 3 was in line with the national average in mathematics and below average in reading and writing. When compared with similar schools, they were in line with the average in writing and mathematics and below that level in reading. This was a reflection of the needs of the year group involved and of the hard work put in by the school to help them achieve the levels they did, when compared with the low levels at which they had entered the school. The indications are that current Year 2 pupils are attaining at levels that are closer to the national average in each of the subjects.
3. Children in the Foundation Stage make very good progress and are currently approaching national expectations in terms of the goals for early learning by the end of their time in the reception class. In the nursery, for instance, they listen well when they are told about different sorts of shoes, and then contribute interesting ideas for a group story, with some older pupils also writing some familiar words.
4. In their English work, because all pupils are taught throughout the school to think about what they are doing and to explain their thinking, by the time they are in Year 6 they are able, for example, to explore impressively the meaning of what they read and to examine text carefully, distinguishing between fact and opinion, showing a high level of skill as they discuss their findings. The quality of their creative writing is also exceptional, showing, for instance, good insight into Macbeth's thoughts. This development is seen through the school. A Year 4 pupil, writing about winter, was thus able to include the line *'Where the wind is a daily monster, coming out for tea, and winter nights are muffled and long'*. This reflects the overall standards of literacy that are developed very well across all curriculum areas throughout the school, as when pupils in Year 2 wrote about the vehicles they had made, using rubber band energy, explaining themselves well and generally writing in sentences. Higher attainers, at this stage, already write descriptively at some length, using paragraphs and correct punctuation.
5. The same sort of approach to mathematics, with pupils being encouraged at all points to think about and explain what they are doing, means that their numeracy skills also develop very well as they progress through the school. They then become confident and proficient in all aspects of mathematics and can also use and apply their skills in other areas of the curriculum, such as their science investigations. Year 6 pupils are able, for instance, to solve problems mentally, using decimals, fractions and percentages with speed and ease. Most are able to multiply and divide three-digit numbers by two-digit numbers, showing good knowledge of inverse operations. Most are able to check their results and draw conclusions. Again, the systematic development of their mathematical skills can be identified throughout the school, with, for example, pupils in Year 2 showing good understanding of symmetry and Year 1 pupils beginning to recognise patterns in number as they add and subtract 10, using a number square, some with the aid of computers.
6. In science, standards continue to be very high. Pupils are encouraged from an early age to observe carefully the world around them and to delight in discovery, as when Year 1 pupils noticed for the

first time new buds growing on a plant they were studying. Throughout the school, they are encouraged by their teachers to develop the questioning approach that is the basis of scientific investigation and to explore aspects of everyday life in a systematic way, recording their findings with great care, as when Year 4 pupils tried to determine why bulbs glowed more brightly. By the end of their time in school, most pupils are very capable young scientists.

All pupils learn very well and make impressive progress, because the quality of teaching is very high, they enjoy a wide range of learning experiences and the school has a most effective system for the detailed and careful monitoring of all aspects of their progress.

7. The school draws pupils from a wide range of social backgrounds and ethnic groups. They represent a complete cross-section of capabilities, including many with special educational needs and many of above average ability. There is a significant proportion of pupils for whom English is an additional language, many of whom are in the early stages of language acquisition. The needs of all of these differing groups are very well met, because each of the pupils in the school is treated as an individual with specific needs. Since pupils' overall attainment levels on entry to the school are clearly below the national average and the levels they achieve by the time they leave the school are well above that average, it is clear that they make remarkable progress and all achieve their potential.
8. This emphasis on the individual is at the heart of the school's arrangements for the identification, recording, reporting and monitoring of the progress being made by pupils. The teachers are very clear in their planning about what they want pupils to learn and they share this with the pupils. They make specific provision for the differing attainment levels in their classes, so that all pupils learn at an appropriate rate, as when Year 3 pupils, working with their literacy partners, recognised and made compound words, some with support, some working independently on the computer and with higher attainers using dictionaries for more complex words. A wide range of methods is used to assess pupils' attainment and the detailed information gained is carefully recorded and is shared with the pupils and their parents. This approach includes all aspects of pupils' development. As a result, the pupils are very knowledgeable about how they are getting on and make informed choices when identifying future targets for themselves. The school also uses the information gained to monitor the performance of individuals and groups against national figures and keeps raising its sights to even higher targets.
9. All of this is achieved in the context of a broad and relevant curriculum, which maintains a good balance across all subjects, whilst giving appropriate priority to the development of the basic skills of literacy and numeracy. The pupils encounter a wide range of stimulating learning activities within and beyond the school, related well to their own experience, as when pupils in the reception class produced a map of the route taken by a familiar character in their story. Within the limits of the accommodation, the school provides a good range of extra-curricular activities, ranging from football to Irish dancing and the experience of all pupils is enriched by the use of visitors and of memorable visits to places such as Tate Modern, which inspired very effective writing.
10. The pupils would not achieve in the same way without a high standard of teaching and it is clear that the quality of the teachers and support staff is one of the key reasons for the school's success. During the inspection, all lessons observed were judged to be consistently good or better and more than half of them were very good or excellent. These are impressive figures and they clearly justify the judgement that the quality of teaching is very high. This is confirmed by the other evidence available, such as work previously completed, but perhaps best by the pupils, who say, *'The teachers make school fun'*. All teachers have consistently high expectations of the pupils in terms of their behaviour, their attitudes and the levels they can achieve, and all pupils clearly respond very well to these expectations. Most importantly, they ensure that all pupils acquire the necessary strategies to become independent learners.

All pupils respond very well to the high expectations the school has for them; as a result they take responsibility for their own learning from an early age and their personal development, their attitudes to all aspects of school life and the quality of relationships throughout the school are excellent.

11. One of the first impressions gained by visitors to the school is that there are children working in every available space. This is partly because of the general lack of space in classrooms, but is mainly due to the fact that, from their very early days in the school, all pupils are encouraged to become independent learners and to be able to work without obvious direct supervision. Because they are involved in setting and reviewing their own targets and teachers always make clear why the pupils are doing what they are doing and how they will know whether they are successful, they know what is expected of them and all are challenged to achieve to the best of their ability. Their response to this is remarkable and pupils of all attainment levels develop a very mature approach to their work and the general life of the school. They clearly want to do well and thrive on the idea that they can do so, knowing that the school will give them every support.
12. The ethos of trust and mutual respect that is such a strong feature of the school creates an atmosphere in which all pupils can grow and their personal development as they move through the school is excellent. They are encouraged to develop a reflective approach to learning and life, as in the sheer wonder of learning evident in so many lessons and when pupils of all ages sang their response beautifully in an assembly about how people are helped to pray. They also acquire a clear sense of right and wrong and are aware of the effects of their actions, with the result that they develop a strong sense of responsibility. This is evident in the workings of the 'Brindishe Buddies' system, which provides valued support to pupils on the playground and through the workings of the school council, which provides an admirable opportunity for representative pupils to be involved in discussion and decision-making about their school and its priorities. As one of its members said, *'We have to learn the difference between what we need and what we want'*. Pupils from a wide range of ethnic and other backgrounds are fully integrated into all aspects of the school, and many opportunities are used to celebrate the richness and diversity of the various cultural and religious traditions from which they come, as evidenced in a Year 5 lesson that explored thoughtfully, and in detail, the meaning of some of the important Sikh symbols.
13. Since the pupils know they are valued, they respond in an increasingly mature fashion to all the opportunities presented to them, showing excellent attitudes to their work and to all they do around the school. The quality of relationships between staff and pupils and between the pupils themselves, is excellent. This underpins everything else and is a key factor in the development of pupils who are confident learners and have a strong sense of self-esteem.

The school has established a very strong partnership with its parents, who hold it in high esteem.

14. It is clear from the numbers attending the meeting with the registered inspector, the views they expressed and their response to the pre-inspection questionnaire, that parents have a very high opinion of the school. The overwhelming majority are more than satisfied with all aspects of the school. They recognise the value of what it is doing for their children, the many opportunities it is providing for them to learn and to do well and the quality of its teaching and management.
15. The school works hard to maintain a very good relationship with all its parents, which is established from the time of the home visits made before children enter the nursery. Throughout each child's time in school, parents are provided with detailed information about how they are progressing and all parents feel they can approach the headteacher or staff at any time. The school keeps them very well informed about its everyday life by means of a valuable weekly newsletter and the quality of its communication with parents is typified by the superbly presented, detailed and informative school prospectus. Parents are involved in identifying the school's priorities and are encouraged, because of the sense of open-ness that is such a key feature of the school, to feel that they are full partners in the education of their children.

The headteacher gives excellent leadership, and is supported very well by the deputy headteacher and other managers, the very effective and committed teamwork of all staff, and a strong and informed governing body.

16. The school is extremely well managed. The tone for this is set by the headteacher, who, with the very able support of the deputy headteacher, provides clear yet unobtrusive leadership. She has a clear vision for the school in particular and for education in general, yet her style of management encourages all members of the school community to know that they have an important contribution to make in the direction the school takes. The open-ness that is such a feature of all aspects of the school's life is typified by the well-organised school development plan, which is devised by means of an extensive system of consultation that involves teaching and non-teaching staff, governors, parents and pupils, all of whom make valuable contributions to its content and its delivery. As a result, all parties have a clear knowledge of the school's priorities and an informed view of how they are to be achieved.
17. With so much that is good about the school, it would be tempting for it to rest on what has been achieved, but the school continues to seek new challenges. At the time of the last inspection, for example, the role of the curriculum co-ordinators was praised. Since that time, the decision was taken to change completely the management structure of the school, which was based on these co-ordinators, and to introduce a system of inter-related teams responsible for aspects of the curriculum or other elements of the school's life. This has been a resounding success, creating a remarkable unanimity of purpose from all staff, all of whom clearly feel that they have a significant individual contribution to make to the school's management, yet share the breadth of vision that typifies the school's life.
18. All members of the governing body have an excellent knowledge of the school and its needs and are strongly committed to its support and continuing development. They are very well informed about all aspects of school life and discharge their duties very effectively through an appropriate structure of working groups. Their questioning helps to keep the school on its toes and, with all the other partners, they make a significant contribution to a learning community that is always thinking about what it is doing and is constantly evaluating all aspects of its life, so that it continues to improve.

WHAT COULD BE IMPROVED

The limitations of the school's accommodation restrict some aspects of the pupils' experience.

19. The bases in which whole class teaching is undertaken, from the reception class to Year 6, are too small to be classified officially as classrooms. They provide space that is limited for a reception class and is clearly inadequate for a classfull of Year 6 pupils. The school makes very good and creative use of the space available throughout the building, but this means, for instance, that the common working area for Years 5 and 6 is also the vestibule for the whole school, through which visitors and deliveries come at any time. The Year 6 quiet room is also the deputy headteacher's office and a storeroom for resources. All other classes face similar limitations.
20. This has some unexpected benefits, such as the impressive sense of bustle and purpose that greets visitors and the fact that pupils simply have to get on well with their very close neighbours. As a Year 6 pupil put it, *'No-one can run wild, because there isn't room!'*
21. In spite of the constraints, the school achieves remarkable results, meets the requirements of the National Curriculum and provides a wide range of opportunities for all pupils. It rightly argues that with more space and with facilities more in tune with the needs of the curriculum now, even more could be achieved. For example, the nature and size of the space available for the reception class limit opportunities for the use of large construction materials and indoor play. In the same way, opportunities for large scale art are limited throughout the school and, because artwork and design and technology projects have to be cleared away as soon as the scheduled lesson is completed, there is little opportunity for pupils to reflect on this work or to refine it. The lack of a dedicated network of computers and of an ICT suite means that whole-class teaching is not possible and that the pupils' obvious abilities in this area cannot be pursued fully. Similarly, the very high standards achieved in science could be even higher with, for instance, the necessary facilities for more advanced scientific investigation. Even the range of after-school activities provided, for which many further volunteers are available, is limited by the lack of space.

22. Since the last inspection, there has been a slight improvement through the provision of small group rooms in part of what was previously the schoolkeeper's house, which has now been acquired by the school. The school is currently seeking funds to refurbish this building, but, even if it is successful in obtaining support for this work, this extra space will make possible only certain improvements in the overall space available and a full review of the school's accommodation needs is necessary. As the headteacher contends and this report confirms, *'The climate, culture, expertise, expectations and levels of ability are already in place. Now we just need the space.'*

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. The governors and headteacher should continue to consult all appropriate parties and seek their support to enable the school to improve and extend its accommodation.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	48	48	-	-	-	-

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	211
Number of full-time pupils known to be eligible for free school meals	-	47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	6
Number of pupils on the school's special educational needs register	-	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	50

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	4.0
National comparative data	5.4

Unauthorised absence	%
School data	0.3
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	15	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	12	12	13
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	86 (93)	86 (87)	90 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	12
	Girls	13	13	13
	Total	27	26	25
Percentage of pupils at NC level 2 or above	School	93 (87)	90 (90)	86 (93)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	14	13	15
	Total	27	26	29
Percentage of pupils at NC level 4 or above	School	90 (97)	87 (90)	97 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	15	14	15
	Total	30	29	30
Percentage of pupils at NC level 4 or above	School	100 (86)	97 (100)	100 (100)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	4
Black – other	10
Indian	3
Pakistani	-
Bangladeshi	12
Chinese	-
White	114
Any other minority ethnic group	25

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	20.3
Average class size	30.1

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	134

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	25

Total number of education support staff	1.0
Total aggregate hours worked per week	35

Number of pupils per FTE adult	12.5
--------------------------------	------

FTE means full-time equivalent.

Financial information

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

	£
Total income	612,578
Total expenditure	593,823
Expenditure per pupil	2,527
Balance brought forward from previous year	0
Balance carried forward to next year	18,755

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	19	1	0	0
My child is making good progress in school.	71	28	0	0	1
Behaviour in the school is good.	84	15	0	0	1
My child gets the right amount of work to do at home.	52	37	6	1	4
The teaching is good.	84	14	1	0	1
I am kept well informed about how my child is getting on.	68	28	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	2	0	0
The school expects my child to work hard and achieve his or her best.	85	13	0	0	2
The school works closely with parents.	65	30	2	1	2
The school is well led and managed.	89	10	0	0	1
The school is helping my child become mature and responsible.	75	20	1	0	4
The school provides an interesting range of activities outside lessons.	65	20	5	2	9