

# INSPECTION REPORT

**ST MARY'S C OF E (AIDED) PRIMARY  
SCHOOL**

Twickenham

LEA area: Richmond Upon Thames

Unique reference number: 102914

Headteacher: Miss M J Collins

Reporting inspector: Keith Sadler  
16405

Dates of inspection: 2<sup>nd</sup> – 4<sup>th</sup> May 2001

Inspection number: 194434

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Aided
Age range of pupils:	4 - 11
Gender of pupils:	Boys and girls
School address:	Amyand Park Road Twickenham Middlesex
Postcode:	TW1 3HE
Telephone number:	020 8892 5840
Appropriate authority:	Governing Body
Name of chair of governors:	The Revd Alun Glyn-Jones
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Parochial Primary School is an Aided Church of England primary school in the London borough of Richmond-upon-Thames. It is long established and is housed in a Victorian building close to Twickenham town centre. Pupils are drawn from the immediate vicinity, with the exception of the eight places reserved for families from local Christian churches. The school is of average size and is heavily oversubscribed, with priority being given to siblings. Currently there are 112 girls and 94 boys, making a total of 206 pupils on roll, aged 4 – 11 years. In years 4 and 5 there are twice as many girls as boys in each of the classes of 30 pupils. Three per cent of pupils are eligible for free school meals, which is below the national average. The proportion of pupils identified as having special educational needs is broadly in line with the national average and the percentage of pupils with statements of special educational needs (2.4%) is above the national average. 22.2% of pupils speak English as an additional language, which is high compared with schools nationally. Currently, none of these pupils has additional help to learn English, there being two pupils at an early stage of English language acquisition. The main first language spoken, other than English, is Punjabi, which is spoken by seven pupils. Almost all pupils attend some pre-school provision before entering school. Many attend Stepping Stones, an independently run pre-school group managed by the school. It is housed in a building on part of the school site adjacent to the main building. Taken overall, pupils' attainment on entry to the school is well above average.

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

This is an effective school with a number of strengths and no significant weaknesses. Very good, enthusiastic and sensitive leadership helps the staff to work together as an effective team. The resulting strong commitment and dedicated approach of the staff enables the provision of good teaching and the maintenance of high standards. There is a very positive learning and caring atmosphere in the school. This is supported by outstanding opportunities for pupils' personal development which results in the pupils' excellent behaviour and their having positive attitudes to learning. The school provides good value for money.

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

- At the end of each key stage, standards attained are well above the national average.
- As a result of the excellent opportunities for their personal development, pupils have a very positive attitude to learning and their behaviour is outstanding.
- The governing body is excellent which, when linked to the head's very good and sensitive leadership, helps to secure an exemplary climate for learning in which the school's aims and values are reflected.
- The curriculum is broad and rich and is outstanding in its promotion of pupils' spiritual, moral and social development and provides very well for pupils' cultural development. It is enhanced by a very good range of extra-curricular activities.
- Procedures for ensuring pupils' welfare are very good.
- The quality of the teaching and learning is good: teachers prepare well, listen carefully to the pupils and provide excellent opportunities for pupils to collaborate in their learning.

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

There are no key issues for the school to address and there are no significant weaknesses. However, inspectors agree with the school's own intentions in its development plan, in particular, to continue the staff training for information and communication technology and to review arrangements for setting in mathematics. The school should also consider, as a development point, focusing on the teaching and learning of science.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has effectively addressed all the key issues arising from the last inspection in May 1997. The programmes for both design and technology and information and communication technology (ICT) at Key Stage 2 are now good. The schemes of work for design and technology have been developed, revised, implemented and monitored. There has been significant investment in both staff training and resources for ICT, which has had a good impact on learning. Good use is now made of ICT across the curriculum and it is particularly evident in English, mathematics, science, history and geography. Assessment information is now successfully used to guide curriculum planning and, as a result, teachers now provide a good range of challenging activities for pupils – including the higher attainers. Subject leaders now successfully monitor the quality of teaching and learning in their subject. The school day has been suitably extended to meet the recommended taught time.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	A	A*	A	A
Mathematics	A*	A*	A	B
Science	A*	A	B	C

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table illustrates the very good results achieved in all three subjects consistently over the last three years. Results of the end of Key Stage 2 National Curriculum assessments in 2000 show standards to be well above average in English and mathematics and above average in science. When compared with similar schools, results in English are well above average, they are above average in mathematics and average in science. Standards in science are relatively weaker than in English and mathematics and the trend in science since 1998 has not been so strong. However, there are indications in lessons that standards achieved may improve in the future Key Stage 2 tests. At the end of Key Stage 1, results achieved in the year 2000 tests and assessments show standards to be consistent with the highest five per cent nationally in writing and well above average in reading, mathematics and science. In comparison with similar schools, results are well above average in reading, writing and mathematics. The school sets challenging, yet realistic, targets for pupils to achieve high standards in both literacy and numeracy.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn and give of their best. They are responsive and responsible and show positive attitudes to their work.
Behaviour, in and out of classrooms	Outstanding. Pupils respond very positively to the high expectations of behaviour set by their teachers. Their behaviour around the school and in the tight confines of the outdoor play areas is exemplary.
Personal development and relationships	Excellent. Relationships are outstanding throughout. A deeply caring atmosphere permeates the school. Pupils of all ages act responsibly and strong relationships are established between pupils and with their teachers, which helps to promote effective learning.
Attendance	Very good and well above the national average.

The high standards noted in this area in the previous inspection have been maintained and remain a particular strength of the school. An outstanding climate for support and learning permeates the school and promotes an environment in which all pupils are fully involved. This, linked to the excellent opportunities in place to promote pupils' personal development, helps all members of the school community to feel valued. Pupils enjoy coming to school.

## TEACHING AND LEARNING

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

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

Teaching is good throughout the school. This is an improvement on the previous inspection where, at Key Stage 2, teaching was generally sound. During the inspection, 39% of lessons were judged to be very good and 39% good; none were unsatisfactory. Teachers plan their lessons very thoroughly to include activities that engage pupils' interest and this encourages pupils to make good progress with their learning. Tasks generally match the levels of attainment of all groups of pupils. Teachers set high expectations both for pupils' behaviour and their learning. The objectives for each lesson are clearly presented, which helps pupils to know exactly what must be achieved during the time available. Lessons operate at a suitable pace, though on occasions less time could be given to some of the work set. Generally, teachers show confident subject knowledge and when this is particularly strong it is evident in the clear and succinct explanations provided and the skilful use of questioning to gauge pupils' current knowledge. The teaching of both literacy and numeracy is good overall. The quality of learning is good and in all classes pupils show keenness to do their best in almost all lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, including all the required National Curriculum subjects and citizenship, and provides pupils with an interesting range of work and activities. The provision for extra-curricular activities is excellent. The extensive range of activities provided is a strong feature of the school and serves to significantly broaden the opportunities available to pupils, particularly in the arts and sport.
Provision for pupils with special educational needs	Very effective provision, which is well led and managed, helps to make sure that these pupils make good progress in their learning. The school also places strong emphasis on supporting the needs of higher attaining pupils, including those with musical gifts and talents.
Provision for pupils with English as an additional language	The school enables these pupils to make good progress. By the end of Key Stage 2, they are amongst the highest attainers in the school.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Outstanding. The school provides excellent opportunities for pupils to gain a sensitive awareness of the world around them. Excellent role models provided by the staff ensure that pupils' spiritual, moral and social awareness is promoted throughout all activities. This ensures all pupils develop a very effective understanding of their moral and social responsibilities. Provision for cultural development is very good.
How well the school cares for its pupils	Parental confidence in the high quality of care is wholly justified. All health and safety procedures, including those concerning child protection issues, are fully in place.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides sensitive and very effective leadership. She is well supported by senior staff. As a result, staff work together as an effective team within an excellent learning culture.
How well the governors fulfil their responsibilities	Outstanding. Governors give excellent support to the school. They are closely involved in financial matters and bring a range of expertise to their work. They have a very strong understanding of the school's strengths and relative weaknesses.
The school's evaluation of its performance	Very good. Systems for monitoring and evaluating the curriculum and teaching and learning are well established and effective procedures are in place to ensure that staff and governors constantly review and assess the quality of the school's performance.
The strategic use of resources	Very good. The school has successfully focused on making best use of its staff, resources and the extremely cramped accommodation to provide a stimulating learning environment.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents' questionnaires, letters received by the registered inspector and views expressed at the parents' meeting indicate that parents are pleased with the quality of education provided by the school. In particular parents feel that:</p> <ul style="list-style-type: none"> <li>• The teaching is good;</li> <li>• There is an expectation for pupils to work hard and do their best;</li> <li>• The school is well led and managed;</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work to do at home;</li> </ul>

The inspection confirms parents' positive views of the school. Some parents raised the issue of the amount of homework provided by the school in both the parents' meeting and questionnaires. Some parents wanted more homework, and others less. The school has a very good policy for homework which has been developed by staff and parents working together. This provides clear guidelines about the amount of homework to be undertaken in each year group from reception to year 6. The policy's recommendations are appropriate and thorough, representing good practice.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**At the end of each key stage, standards attained are well above the national average.**

1. Children make good progress in their learning in the Foundation Stage. At the time of the inspection, the attainment of almost all the children exceed the expectations of the Early Learning Goals. In the area of language and literacy, for example, children are able to sequence their responses well. They accurately re-tell stories from shared books and respond thoughtfully and accurately when explaining differences between tawny and snowy owls.
2. At Key Stage 1, the tests and assessments taken in May 2000 show that standards were well above the national average in reading and mathematics and are very high in writing. This is an improvement since the previous inspection, where standards were judged to be above the national average. Standards are particularly high in writing, where, for the past two years, thirty per cent of the pupils achieved the higher level 3 compared to a national average of 9 per cent.
3. At Key Stage 2, in the May 2000 tests, standards were well above average in English and mathematics and above average in science. Standards achieved in reading are slightly higher than those in writing. In comparison with similar schools, standards are well above average in English and above average in mathematics. In both these subjects, pupils make good progress in their learning throughout the school. Standards in science at Key Stage 2 are average in comparison with similar schools. In lessons, the pupils have good scientific knowledge, they enjoy the opportunities to carry out investigations and this helps their learning. However, in this subject, progress in learning, although always at least satisfactory, is sometimes inhibited by some insecurity in the teachers' subject knowledge. This is evident also in some of the pupils' work, though not in Year 6 where the standards achieved in lessons are as high as in English and mathematics.
4. Throughout the school, writing skills are taught well and, as a result, pupils make good progress. At Key Stage 1, most pupils are able to write fluently, they can write from different points of view, develop an argument accurately, and enjoy planning their work, discussing together how a plot may progress and reading their writing to each other. By the time they leave school, the impact of the teaching is such that the pupils are skilful in their writing. For example, they are able to translate and shift writing in different forms through changing dialogue from dialect into Standard English.
5. Pupils' speaking and listening skills are particularly well developed. This occurs as a result of the good teaching that provides frequent opportunities for pupils to collaborate in their learning in most subjects. Pupils are very confident and skilled in providing explanations. For example, when identifying and classifying prepositions some Year 5 pupils were able to give a rapid and succinct précis of two different texts and identify the prepositions when explaining character differences. On this and many other occasions, pupils used sophisticated language when expressing their views and opinions.

6. Pupils attain good standards in mathematics and they enjoy these lessons. The teachers use the three parts of the daily mathematics lesson well to develop pupils' knowledge and skills. In mental/oral sessions pupils contribute well and even the youngest pupils at Key Stage 1 are secure in their number bonds and subtraction facts to 10, and many are secure up to 20. The most able Year 6 pupils show particularly high standards, for example when predicting and recognising algebraic patterns and extrapolating them. These pupils are confident in explaining their findings to the teacher.
7. The high standards in speaking and listening and reading and writing contribute well to pupils' learning in other subjects.

**As a result of the excellent opportunities for their personal development, pupils have a very positive attitude to learning and their behaviour is outstanding.**

8. Pupils thoroughly enjoy school and they look forward to lessons. This is confirmed by the parental questionnaire where 94 per cent of respondents said that their children like school. The staff, both teaching and non-teaching, listen very well to the pupils, provide activities to enable all pupils to feel included in lessons and offer a very good range of opportunities for personal development. Circle time, in which thoughts and feelings are considered and expressed, is very well used to promote an understanding of the impact of behaviour on others. Citizenship is taught as a separate aspect of the curriculum. There is a school council that enables pupils to elect representatives to speak on their behalf. The council meets regularly and the pupil members are confident that any issues that are discussed are dealt with effectively by the adults. Older pupils help to make sure that entry into school is quiet and calm. They help during worship and in the day-to-day routines. Pupils' very positive attitudes to learning are shown by their enthusiastic response to activities: they work well together, and in almost all lessons they show very good attitudes. They concentrate well, their behaviour is excellent and throughout the whole school a positive and inclusive feeling is evident at all times. In the very cramped play space, the pupils play happily together, they are willing to chat about the school, they know the rules of the playground well and respond well to them.

**The governing body is outstanding which, when linked to the head's very good and sensitive leadership, helps to secure an outstanding climate for learning in which the school's aims and values are reflected.**

9. Governors are deeply committed to the school. They are very well organised, have an excellent understanding of the strengths and relative weaknesses of the school and they provide a wide range of expertise that helps the school to be effective. For example, one member of the governing body is a bursar in a large school; this helps to ensure that the school's financial management is secure. The school fully complies with the requirements of the Code of Practice for the identification of pupils with special educational needs and there are good systems in place to ensure that these pupils' needs are effectively met. Governors keep themselves fully informed about the management of the school.
10. The headteacher provides very good and effective leadership for the school and very successfully promotes an atmosphere in which all staff work together as an effective team. Her strong belief and commitment in developing pupils' skills and confidence through providing them with a wide range of educational activities means that pupils enjoy a very stimulating and exciting time during their years at the school.

Consequently, an atmosphere of enjoyment and excitement in learning pervades the whole of the school both during lessons and in after-school activities. There are systems in place to ensure that the school's teaching, curriculum and standards are monitored and evaluated, not least through a performance management programme. However, there could be a more rigorous analysis of data, tracking of pupils' academic progress and systematic evaluation of teaching to further develop the good learning in the school.

11. The very good leadership and management coupled with the strong teamwork of the staff are major factors in enabling the school to be so effective.

**The curriculum is broad and rich and is outstanding in its promotion of pupils' spiritual, moral and social development and provides very well for pupils' cultural development. It is enhanced by a very good range of extra-curricular activities.**

12. The quality and range of the curriculum is very good and it fully meets statutory requirements. This is a considerable improvement since the last inspection, where there were some shortcomings in aspects of the curriculum. The school has very successfully implemented the national strategies for both literacy and numeracy. In addition, other subjects are carefully planned to provide a rich and varied range of activities across the whole curriculum. The curriculum is well structured to secure the high standards achieved and a good range of resources is used. The curriculum in the Foundation Stage is particularly strong. It fully complies with the requirement to promote the Early Learning Goals and, through careful planning, the curriculum at this stage is particularly successful in meeting the varying needs of the pupils. The approach to learning in the reception class is through talk, enquiry and play and this very successfully promotes an excitement and helps to develop the children's positive attitude to their learning, which is evident throughout the whole school.
13. When planning their activities, staff are particularly adept at ensuring that the work is relevant to pupils' needs. For example, the chosen topics in both history and geography, whilst reflecting statutory requirements, place a good emphasis on pupils' local environment. In addition the good planning is developed through a thematic approach in which the pupils' skills and understanding from across a number of subjects are successfully integrated into the topic being considered. For example, in a Year 3 science theme on the human body, work in English, mathematics, art and design and technology was integrated into the programme of work.
14. The curriculum has some outstanding features. In particular, pupils' social and moral development is promoted very well. Staff listen carefully to pupils, the planning is such as to meet their developing needs, and excellent opportunities are taken for the pupils to collaborate in their learning. From the reception class, pupils are taught right from wrong, and there is a strong positive moral code in all classes. There are very good planned opportunities for pupils to explore the values of others, for example through circle time and citizenship lessons. Staff help pupils to develop spiritual awareness through emphasising special moments. For example, in a science lesson, Year 4 pupils, when studying the insulation properties of materials, were struck with wonder at the beauty of ice hands that were an integral part of the lesson. Pupils' achievements are positively celebrated through worship and through a celebration book that is completed weekly by the staff. The pupils enjoy looking back at their own achievements and value this opportunity.
15. The school takes an active approach to cultural development. There are strong musical traditions, and both lessons and extra-curricular activities emphasise

development in the expressive arts, including drama and dance, and also sports and games. Extra-curricular activities are available for pupils from aged 5 upwards. In addition, the school actively promotes a French language club. The taught curriculum includes suitable opportunities for pupils to develop an understanding of traditions and celebrations across a range of cultures and faiths. Pupils from minority ethnic groups say that this is one means through which they feel fully included in the life of the school. However, more could be done to ensure that learning resources, including books and posters, positively reflect the multi-cultural nature of the school and wider society.

### **Procedures for ensuring pupils' welfare are very good**

- 16 The teachers know the pupils well and are sensitive to their differing and developing needs. Parents commented in the pre-inspection meeting on the fact that the staff are very caring and are very approachable in dealing with any issues that may arise. Staff have a good understanding of pupils' physical and emotional needs and cater particularly well for their intellectual needs. This is achieved through the generally challenging teaching and learning as well as the very good range of methods of tracking pupils' achievements through the school through individual portfolios and records of achievement. This could be expanded to systematically tracking pupils' academic progress in all core subjects. Pupils' welfare and safety are given due prominence in the day-to-day running of the school. The school's very limited outdoor play accommodation requires very careful health and safety routines, and these are very secure, as are the good supervision arrangements. A high quality of care is evident in the strong and supportive relationships throughout the school. In addition, there are good arrangements for consulting not only parents both informally and through questionnaires but also the parent teacher association to ensure that their wishes and feelings are recognised.
- 17 Very good consideration is given to pupils from minority ethnic backgrounds to ensure that these pupils feel fully part of the school community, which they do. Arrangements for child protection are good. In light some staff changes, it is now timely to consider further training in this area for all staff.

### **The quality of the teaching and learning is good: teachers prepare well, listen carefully to the pupils and provide excellent opportunities for pupils to collaborate in their learning**

18. The quality of teaching throughout the school is good overall, with almost 80 per cent of lessons being good or very good. Teachers prepare their lessons thoroughly by having clear learning objectives, grouping the pupils well, using very good resources and sharing their expectations for the lesson with pupils. This helps pupils to know what is expected of them and supports their involvement in their learning. Staff intervene very well, either through asking just the right question at the right time, or to make further demands on the pupils. For example, in a dance lesson, the teacher constantly demanded that the pupils should amend their work to improve the quality of their performance. These high expectations of what the pupils could do led to high standards being achieved. The interventions in this lesson showed a very good subject knowledge that enhanced the quality of teaching. However, this is not always the case. For example in a science lesson, the teacher was unclear about aspects of scientific investigation and how to extend the pupils' scientific enquiry skills, although the lesson was satisfactory overall.
19. Pupils respond enthusiastically to most of the lessons and overall they make good

progress. In almost 40 per cent of lessons their progress in learning is very good. This is because the teachers are generally adept at pitching the work at just the right level for all the differing pupils' needs. A good match in the activities provided characterised many of the lessons seen. For example, in a Year 1 ICT lesson, the teacher helped pupils in their pairs on laptop computers, and so ensured that the class could insert clipart, change fonts and save their work. Some were able to use text boxes and all were helped to become familiar with the layout of the keyboard and screen. In a science lesson in Key Stage 2, the teacher promoted very good learning and a high level of excitement in the activity because there was a very good focus to the lesson which was very well explained to the pupils. Here, in investigating their lung capacity, the starting question, as to whether the tallest children have the biggest lung capacity, helped to make the science relevant to the pupils, and they very enthusiastically engaged in the work, and gained in their understanding.

20. The overall good teaching could be further improved by ensuring that lessons are always conducted at a brisk pace: in one or two satisfactory lessons, too much time was given for tasks. For example, in a gymnastics lesson the demands on the children would have been good had less time been provided for the activity set.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

21. There are no significant weaknesses in the school.
22. The school's development plan shows that the school has a good understanding of what needs to be done next in order to further improve the standards of attainment throughout the school. The focus on extending the ICT skills of the staff is appropriate, as is the target to raise even further the standards in writing at Key Stage 2. The school is also to review the arrangements for setting of mathematics in upper Key Stage 2.
23. In addition, the school should consider strengthening teachers' subject knowledge in science, ensuring that the arrangements for monitoring the quality of teaching are systematic, and feed into improving the already good quality. Finally, findings, refresher training for child protection procedures should be held for all staff together.

## 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	15

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	39	39	22	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	206
Number of full-time pupils eligible for free school meals	5
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	42
English as an additional language	No of pupils
Number of pupils with English as an additional language	18
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	16

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	15	15	15
	Total	30	30	30
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	12	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	12	11	11
	Total	26	25	25
Percentage of pupils at NC level 4 or above	School	93 (93)	89 (96)	89 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	12	12	12
	Total	26	27	27

Percentage of pupils at NC level 4 or above	School	93 (96)	96 (100)	96 (96)
	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	1
Black – African heritage	0
Black – other	0
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	3
White	166
Any other minority ethnic group	2

*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: Y1 – Y6**

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	28
Average class size	28.4

#### **Education support staff: Y1 – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	69

### ***Financial information***

Financial year	2000
	£
Total income	430464
Total expenditure	437204
Expenditure per pupil	2043
Balance brought forward from previous year	36028
Balance carried forward to next year	29288

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	306
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.	61	33	4	2	0
My child is making good progress in school.	47	47	6	0	0
Behaviour in the school is good.	62	32	3	2	1
My child gets the right amount of work to do at home.	29	55	10	3	3
The teaching is good.	54	40	3	0	3
I am kept well informed about how my child is getting on.	44	45	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	54	35	6	3	2
The school expects my child to work hard and achieve his or her best.	58	36	3	0	3
The school works closely with parents.	45	46	8	1	0
The school is well led and managed.	59	37	3	0	1
The school is helping my child become mature and responsible.	51	38	2	2	7
The school provides an interesting range of activities outside lessons.	35	50	12	0	3