

# INSPECTION REPORT

## **ST MARY'S CATHOLIC PRIMARY SCHOOL**

Isleworth, Middlesex

LEA area: Hounslow

Unique reference number: 102528

Headteacher: Mrs M Neves

Reporting inspector: Miss Savi Ramnath  
21334

Dates of inspection: 15 - 16 April 2002

Inspection number: 195217

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 and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	South Street Isleworth Middlesex
Postcode:	TW7 7EE
Telephone number:	020 8560 7166
Fax number:	020 8232 8820
Appropriate authority:	The governing body
Name of chair of governors:	Mr C Lucas
Date of previous inspection:	16 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's is an average sized, voluntary aided Catholic primary school for children aged between three and eleven. There are 226 full-time pupils and a further 26 children who attend the off-site Nursery in the morning. Although there are similar numbers of boys and girls in the school, in some classes the numbers are very uneven. The school is over-subscribed and all pupils are Roman Catholics. Pupils come from diverse social backgrounds, mainly from the local area where there is little social disadvantage and this is reflected in the proportion of pupils eligible to claim free school meals: at 7.5 per cent this is well below average. The pupils represent a wide range of backgrounds and the school population slightly reflects the composition of the community in which it is based: 28 per cent of the pupils come from minority ethnic backgrounds. This is higher than average. Twenty of these pupils have been identified as needing additional support in English but only two are in the very early stages of learning English. Twenty per cent of the full-time pupils are on the register of special educational needs, three of whom have statements setting out the specific provision to be made. The number of pupils with special educational needs, as well as those with a statement, is below average for schools of this size. There is a higher than average turnover of pupils (currently 27 per cent in Year 6) owing to families moving in and out of the area. The attainment of children who are admitted to the Nursery covers the full ability range and on entry to the Reception class, most children are assessed as being at the level expected for the age group. Since the last inspection there has been a significant turnover of staff, retention being a problem. The accommodation has improved significantly and the number of pupils on roll has decreased slightly.

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

This is an effective school providing a good quality of education. The school is popular with parents and children are very happy and well-cared for. Pupils' very good behaviour, their positive attitudes and the very good relationships throughout the school contribute to an effective learning environment. Pupils with special educational needs and those from minority ethnic backgrounds are fully integrated. The good quality teaching enables pupils to achieve well and reach standards that are above national expectations when they leave school at end of Year 6. The headteacher provides good leadership and she is very well supported by staff and the governing body. All staff work well together and share a commitment to further improvement. The school provides good value for money.

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

- Pupils achieve above average standards in English, mathematics and science by the end of Years 2 and 6.
- Good teaching enables pupils to make good progress in their learning and ensures that pupils achieve well in English, mathematics and science.
- The headteacher, staff and governors work closely together and bring very clear direction and purpose to the work of the school.
- The overall provision for pupils' spiritual, moral, social and cultural development is very good resulting in good attitudes and behaviour, which help pupils to learn well and improve on their personal development.
- The overall provision for children in the Foundation Stage<sup>1</sup> is good and children make a good start to their education.
- The school provides well-chosen and worthwhile learning experiences across a broad curriculum that is enhanced by a wide range of visits and visitors.

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

- Standards in information and communication technology (ICT) and the use of ICT to support pupils' learning in other subjects of the curriculum.
- The planning of work in subjects other than English and mathematics. At present it does not identify provision for pupils of different levels of attainment, including those with special educational needs and English as an additional language.

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<sup>1</sup> Foundation Stage is the provision for children aged from three to the end of the Reception Year.

- Children who complete the Foundations Stage in the Reception class have no regular access to large apparatus and wheeled toys to develop their physical skills.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous inspection, carried out in June 1997. The headteacher, governors and staff have worked hard to maintain the many good features noted then as well as moving forward on the key issues in the report. The school has worked hard and successfully to improve the quality and range of learning resources. The library has been upgraded and there are now enough books as well as a computer to enhance learning. The overall provision for pupils with special educational needs has been reviewed and the earlier weaknesses have been rectified. Homework has improved and is now more consistent. While the effectiveness of long-term and medium-term plans have improved, short-term lesson plans are still far too brief and do not always identify provision for pupils of different levels of attainment, including those with special educational needs or with English as an additional language. Apart from tackling the key issues from the last inspection the school has improved its performance effectively in other areas. Schemes of work have been introduced for all subjects and provide useful guidance for planning. Teaching has improved, so that the proportion judged to be very good or better has risen. Given the good quality of its leadership and the support of governors, the school is very well placed to make further progress.

## STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores<sup>2</sup> in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools <sup>3</sup>
	1999	2000	2001	2001
English	B	A	A*	A*
Mathematics	B	A	B	B
Science	B	B	B	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

*A\* shows where the attainment is very high compared with other schools, namely in the top five per cent of results.*

Over the last four years, results in the core subjects of English, mathematics and science have exceeded the national averages. The school's targets in English were exceeded in 2001 and narrowly missed in mathematics. Realistic but challenging targets have been agreed for 2002 and the school is making good progress towards achieving them.

In the National Curriculum tests for Year 2 in 2001, performance in reading and mathematics was well above average and above average in writing compared with all schools. When compared with similar schools, results were well above average in mathematics but broadly matched those of similar schools in reading and the writing. In science, the teachers' assessment showed that pupils' performance was very high when compared with all schools and well above average when compared with similar schools. Although test results at the end of Year 2 and Year 6 indicate that boys do not perform as well as girls, inspection evidence shows that boys and girls do equally well.

Children in the Foundation Stage make good progress because of the good teaching, so that most are on target to exceed the standards expected in personal, social and emotional development, language and literacy and mathematical development by the time they start Year 1. In work seen during the

<sup>2</sup> Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

<sup>3</sup> Similar schools are defined by the proportion of pupils eligible for free school meals

inspection pupils in Years 2 and 6 are achieving standards above expectation in English, mathematics and science. Standards are slightly less good than the 2001 National Curriculum tests results. This is because both classes have a significant number of pupils identified as having special educational needs and a high degree of pupil mobility. Pupils' attainment in ICT is below national expectations by the end of Years 2 and Year 6. Although resources have improved, pupils still do not have sufficient opportunities as part of their day-to-day learning to use computers to support learning. All pupils, including those with special educational needs and at the early stages of learning English, achieve well in line with their prior attainment. The needs of the gifted and talented pupil are met well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils demonstrate positive attitudes to lessons and respond well to the values that the school promotes.
Behaviour, in and out of classrooms	Very good. The quality of pupils' behaviour, including that of the youngest children, is very good. All pupils are orderly in classrooms and around the school. The playground is a very happy place as pupils co-operate very well in a wide range of games.
Personal development and relationships	Very good. Pupils care for one another and are sensitive to the needs of others. Boys and girls, and pupils from different ethnic backgrounds are all included and get along well with one another and with adults in the school.
Attendance	Satisfactory. There are no unauthorised absences. Pupils arrive at school promptly and lessons start on time. This has a positive influence on their learning and standards of achievement.

Pupils' behaviour and attitudes make a very significant contribution to the life of the school. They follow established routines well and have a very good understanding of the impact of their actions upon others.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good. The implementation of the National Literacy and Numeracy Strategies has resulted in good quality teaching in English and mathematics. The skills of literacy and numeracy are taught very well and teachers pay good attention to developing pupils' basic skills, such as learning relevant vocabulary in science, and writing reports in history and geography.

Where teaching is very good, teachers have high expectations, particularly of what pupils are expected to achieve and of their behaviour. Lessons are well planned and activities are matched carefully to the needs of pupils who learn at different rates. The purpose of the lesson is made clear to pupils and very effective use is made of resources to support their learning. Questioning is often very intense and used well to probe and extend pupils' learning. Tasks set are challenging and are well matched to the different levels of attainments and needs of pupils in the class. This ensures that all pupils make good gains in new knowledge and skills.

Teaching is consistently good in the Foundation Stage and makes a strong contribution to the good progress the children make in their learning and to their being happy, secure and confident. The needs of

pupils identified with special educational needs are being met well in lessons through the good use of support staff. As a result, these pupils make good progress and achieve the targets set for them in their Individual Educational Plans. The teaching and support of pupils with English as an additional language is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A broad and relevant curriculum is provided for all pupils, enhanced by a good range of extra-curricular activities. However, not all aspects of ICT are taught and statutory requirements are not met.
Provision for pupils with special educational needs	Good. Pupils who need extra support are identified early and their progress is carefully tracked. They are given appropriate support in lessons. This is an improvement since the last inspection.
Provision for pupils with English as an additional language	Good. The school has a small but significant number of children who speak English as an additional language, although few pupils are at an early stage of learning English. They are well taught and make good progress. Measures for ensuring social and educational inclusion are very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. Very good role models and a clear code of behaviour ensure that pupils develop a secure understanding of moral responsibilities and behave very well. Opportunities for pupils to develop their social skills and awareness of cultural diversity are good, an improvement since the last inspection.
How well the school cares for its pupils	Good. The school provides a caring, supportive environment for its pupils, with good arrangements to ensure their health and safety. Procedures for assessing pupils' attainment and progress are satisfactory, overall, although underdeveloped in some subjects.

The school works well in partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, ably supported by the deputy headteacher, has established a very positive climate for learning in the school. A dedicated team of teachers works well together, sharing responsibilities.
How well the governors fulfil their responsibilities	Good. Governors have a clear sense of the school's direction, focusing on improving standards for the school. They fulfil their role well, play a full part in the school's strategic planning, and make a positive contribution to the life of the school.
The school's evaluation of its performance	Good. The school evaluates its performance well in its development plan and has set priorities for improvement. Good use is made of statistical data to give support where it is most needed. Procedures for monitoring development of teaching and learning are underdeveloped in some subjects.
The strategic use of resources	Good. Effective use is made of the school's budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities. The school successfully applies the principles of best value.

Staffing is good for the number of pupils on roll. The accommodation is used and maintained very well and there are adequate resources to support learning in all subject areas except for the lack of large climbing and balancing apparatus to promote children's physical development in the Reception class.

## 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>• Children are expected to work hard and made good progress.</li><li>• Children like school.</li><li>• The quality of teaching.</li><li>• The management of the school.</li><li>• The partnership with parents.</li><li>• Behaviour is good.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework pupils receive.</li><li>• The range of activities provided outside lessons.</li></ul>

Inspectors' judgements support all the parents' positive views. With regard to what parents would like to see improved, the team found clear evidence of regular homework being set for most pupils and it is used well to reinforce learning in school. The activities provided outside lesson time are similar to those found in most primary schools.

## **PART B: COMMENTARY**

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

#### **Pupils achieve above average standards in English, mathematics and science by the end of Years 2 and 6.**

1. The previous inspection in 1997 reported that standards for both Years 2 and 6 exceeded national expectations in English, mathematics and science. In all other subjects standards were at the level expected nationally. Since then, numerous initiatives have been put into place in order to improve overall standards, monitoring and evaluation of teaching and learning, an increased emphasis on writing and on experimental and investigative work in science; successful implementation of the National Literacy and Numeracy Strategies; improved provision for pupils with special educational needs and the adoption of schemes of work in all subjects. All of these have had a beneficial effect on overall standards, which have been maintained in the above subjects. In ICT, standards are lower than before and are currently below the level expected nationally at the end of Years 2 and 6. The school is making progress towards improving this and has recently obtained additional up-to-date equipment to teach all required aspects.
2. Inspection findings confirm that current standards at the end of Years 2 and 6 are above national expectations in English, mathematics and science. Standards, overall, are slightly less good than the 2001 National Curriculum test results. This is because both classes have a significant number of pupils identified as having special educational needs and a high degree of pupil mobility. The inspection takes account of a wider range of knowledge, skills and understanding than do national tests. However, when standards are compared with those achieved by the same pupils in the tests they took at the end of Year 2, current attainment in all three subjects indicate good progress.
3. In 2001, the National Curriculum tests results at the end of Year 2 showed that standards, as measured by average points score, were well above average in mathematics and reading and above average in writing. In relation to schools with a similar proportion of pupils eligible for free school meals attainment is above average in mathematics and average in reading and writing. The teachers' assessments of pupils' attainment in science showed well above average standards when compared with all schools and above average when compared with similar schools.
4. At the end of Year 6, test results in 2001 showed that standards in English were in the highest five per cent of schools nationally. In mathematics and science, standards were above the national averages. When compared with similar schools standards were in the top five per cent of schools in English, above average in mathematics and average in science. Since 1998 overall standards in the three subjects, when taken together, have remained above the national averages except in 1999, when there was a slight drop in pupils' performance. This fluctuation is attributable to the difference in the level of attainment between year groups, and the small but significant minority of new pupils who joined the school after Year 2.
5. There has been some variation in results between boys and girls at the end of Years 2 and 6. Boys do not perform as well as girls. The school makes no distinction in the curriculum that would disadvantage boys and inspection evidence shows little difference in their performance. The school has identified one pupil on its register of gifted and talented pupils. A draft policy and action plan is in place to meet the needs of this pupil. Higher-attaining pupils achieve well. In the last inspection, the needs of high attaining pupils were not consistently met. Pupils' performance in English, mathematics and science at the end of Years 2 and 6 in 2001 have been well above the national average at the higher Levels 3 and Level 5, except in science at the end of Year 6. This is a reflection of the school's efforts in meeting the needs of the higher-attaining pupils.
6. Work seen during this inspection shows that pupils in Years 2 and 6 are achieving above expectations in English. By the end of Year 2, most pupils speak with confidence, using a wide vocabulary. They take the initiative to ask questions of visitors and are keen to talk about their school. Their ability to communicate develops as they move through the school as illustrated by one Year 4 pupil who approached a visitor to demonstrate his skill in proudly reading aloud his 'Geordie' poem and to explain why he liked it. Year 6 pupils have a wide and expressive

vocabulary. They share ideas and give well-considered reasons for their choice of connectives when discussing complex sentences in the text of *War of the Worlds*. Boys and girls are equally articulate and confident in speaking. Year 4 pupils showed their understanding and use of words to express emotions during role-play in groups of three. They spoke with expression and listened attentively to one another. Pupils in Year 2 listen very attentively to their teacher and to one another. They showed appreciation and enjoyment in listening to their classmates recite tongue-twisters. All pupils are given frequent opportunities for speaking and listening, which allows them to develop and practise their skills. Pupils of all ages enjoy discussing their work and answering questions. They speak fluently and knowledgeably about stories they have read and are very keen to show their understanding of terms such as alliteration, metaphors and connectives when discussing what they learn in their English lessons.

7. By the end of Year 2 and 6 reading standards are above national expectations. The majority of Year 2 pupils read accurately and understand what they have read. They discuss what they like best about the characters and give reasons why they enjoy a particular book. They demonstrate a sound knowledge of initial letter sounds and use picture cues and phonic knowledge effectively to read unfamiliar words. They retell stories they have previously read and predict what might happen next during their reading. In Year 6, most pupils read fluently and with good expression and understanding. Some lower-attaining pupils, however, are developing an understanding of the relationship between letter sounds and words but experience difficulty with irregular words. They read regularly and are encouraged to help each other, and develop skills such as inference and deduction. By Year 6 pupils are keen readers and their reading skills are above average. They read with expression, altering tone and voice to reflect what is intended in the text. Retention of what is read is good and they give explanations based on inference and deduction. They have the skills required to find books in the library and are developing the ability to scan, enabling them to find the required words and information in a passage. Pupils with special educational needs, although reading at a lower standard, have developed strategies to help them read new words and to use their reading skills to support their learning in other subjects. They keep reading diaries in which they evaluate the books they read with growing confidence. All pupils use dictionaries well to find the meanings of words. Pupils acquire a range of reading strategies, which enables them to tackle texts of increasing complexity. Most read accurately and fluently, higher attainers with more expression than others.
8. Standards in writing are above national expectations at the end of Years 2 and 6. There are no significant differences in attainment between boys and girls. The range of types of writing, fiction and non-fiction has improved since the last inspection. Pupils in Year 2 write stories and factual accounts with increasing accuracy and clarity. Pupils have a good knowledge of the structure of stories focusing on characters, settings, problems and solutions. Most use capital letters and full stops in their writing correctly. Higher-attaining pupils sequence their writing logically and add interest to their sentences by using well-chosen vocabulary in their writing of the story of the Naughty Squirrel. Their characters are well defined and reflect the part played in the story. Many pupils use speech marks correctly. In Year 6, pupils are given good opportunities for a range of types of writing, including poetry, stories, letters, explanations, persuasions, reports and arguments. Higher-attaining pupils organise their writing well into coherent paragraphs. They use sentences of increasing complexity and write in logical sequence, a story of several paragraphs. Their writing is fluent and neatly presented. Overall, pupils in Year 6 write well for a variety of audiences reflecting the age of the intended reader. They use language in interesting and effective ways when planning an argument for nursing as a chosen profession. Throughout the school, handwriting is in line with expectations, being joined, neat and legible. They have regular spelling exercises and the standard achieved is well above the level expected nationally by the end of Years 2 and 6.
9. In mathematics, standards at the end of Years 2 and 6 are above the expected levels. The implementation of the National Numeracy Strategy is developing pupils' strategies for mental calculations. Overall, standards of numeracy for pupils in Years 2 and 6 are good. A particular strength in the school is the pupils' ability to deal with numbers mentally. Pupils' work shows that infant and junior pupils perform well in all aspects of mathematics, including number and algebra, shape, space and measures, and are beginning to make greater use of their mathematical knowledge to solve problems. In Year 2, most pupils add and subtract numbers to 20 accurately using appropriate strategies. They explain confidently how they find the answer. Their recognition

of number sequences is very good and pupils identify correctly the missing number in the sequence, understand place value in numbers up to 100 and demonstrate satisfactory understanding of how to use centimetre rulers, estimate and then measure selected items. Lower-attaining pupils are confident when counting in fives backwards from 50 and higher-attaining pupils identify accurately odd and even numbers and are beginning to understand that subtraction is the inverse of addition. This represents good achievement given the average attainment of these pupils at the end of the Foundation Stage. Pupils are developing their understanding and knowledge of shape well. For example, higher and average attaining pupils recognise three-dimensional shapes and know the number of faces, the number of edges and correctly 'round' three-digit numbers to the nearest ten.

10. In Year 6, pupils have a secure grasp of number and many demonstrate levels of understanding above national expectations. They use a range of strategies confidently when calculating and applying the four rules of number. For example, when finding the cost of 0.7 kg of tea if 200g cost 90p. Pupils know that they have to 'scale down' or 'scale up' to solve the calculation. Many understand place value to four digits and the high attainers can use this understanding to multiply and divide whole numbers and decimals by ten and 100. Pupils in Year 6 have a good understanding of decimal fractions. Most understand the equivalence of fractions, decimals and percentages and reduce fractions to the simplest form accurately. Higher-attaining pupils use their understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. The recorded work in Year 6 shows that pupils know the correct names of different types of triangles, such as isosceles, equilateral and right-angled, and use accurately the language of angles, such as 'reflex', 'obtuse' and 'acute' with confidence. Most pupils can extract and interpret information given in tables. They are able to communicate their findings in block graphs of how many lengths pupils swam to raise money. There is little evidence of using computers to present data in the recorded work. Pupils who have special educational needs are given work closely matched to their levels of attainment and at times receive extra support. They make progress that is at least satisfactory and often good when taking account of their previous learning.
11. Standards in science are above national expectations at the end of Years 2 and 6. Since the previous inspection there has been an emphasis on experimental and investigative science, which has helped to improve standards in this area of the curriculum. Pupils in Year 2 are given good opportunities to develop their skills of investigation when studying push and pull forces to make things move. They discover the effect of friction and how it varies with the type of material over which objects move. They show a secure understanding of life and life processes and learn about how animals care for their young. Most know that changes take place over time and demonstrate this by reference to what they could do as babies with what they can do now. They know that exercise has an effect on the body and understand the reasons why. In their observation of gadgets at home they list items which are powered by electricity, including batteries. They make simple circuits to light up a bulb and operate a buzzer. They distinguish man-made materials from natural ones and discuss the effect of heat on them. The work covered is developed further in the juniors as, for example, when Year 6 pupils investigate the effect of increasing the length of wire in a circuit on the brightness of a bulb. They make predictions of what will happen, perform the experiment, record their findings and evaluate the outcome. All areas of the science Programme of Study are covered so that the pupils receive a broad and balanced curriculum. They perform investigations in a systematic manner, and they acquire knowledge of a wide range of scientific topics. This includes the use of circuit diagrams, the constructions of buzzers, the major organs of the body and the properties of a magnet. In their study of life and life processes they understand the principle of food chains and adaptation to environment.

**Good teaching enables pupils to make good progress in their learning and ensures that pupils achieve well in English, mathematics and science.**

12. The teaching of English is good throughout the school, with some examples of very good teaching. This high standard of teaching is having a very positive impact on pupils' learning and the above average results at the end of both Years 2 and 6. Teachers have a secure understanding of the National Literacy Strategy, which is fully implemented. Relationships with pupils are good and expectations of work and behaviour are high, which leads to a good level of response from pupils. In Years 1 and 2, the enthusiasm of the teachers stimulates the pupils to

participate fully in the lesson and make valuable contributions. This was well demonstrated in a Year 2 lesson on the story of 'Stone Soup' where the pupils suggested their own ideas for making a special soup. The teachers used questions well to assess the pupils' level of understanding before moving on to the next stage. In Years 3 to 6, teachers use a variety of strategies when teaching English. The writing of drama scripts, which the pupils act, develops enthusiasm for the subject as well as improving their speaking and listening skills. Lessons are challenging and fully inclusive. Consequently, pupils of all levels of attainment make valued contributions to the learning environment. Homework is set regularly and marked consistently to extend their classroom learning. Objectives are shared with the pupils at the beginning of the lesson and evaluated at the end of the session to assess whether the learning intentions had been achieved. All pupils, including those with special educational needs and English as an additional language, make good progress.

13. The teaching of mathematics is good and some of it is very good. This has a positive impact on the pupils' learning. The weaknesses highlighted in the last report have been remedied effectively. Teachers have secure knowledge and understanding of the subject and organise a range of activities that support the development of mathematical skills. Pupils in Year 2 benefit from being in smaller classes where they are well supported by two teachers. This sensible arrangement, and the good working relationship between the two teachers, means that average and higher-attaining pupils are suitably challenged while it enables the high percentage of pupils with special educational needs to receive sufficient attention and therefore to make good progress. In Year 6, progress is equally good, despite the large class sizes, because of the very good quality additional support provided by the deputy headteacher. In a very good Year 6 lesson, the teacher demonstrated successfully how to solve real life problems involving money and measures. Pupils were very well taught how to 'scale down' and 'scale up' and used this knowledge very well to work out the cost of items. The individual work that followed was very effective in meeting the different levels of attainment in the class, and all pupils experienced success at their own level. The teachers' good knowledge of the subject helped to challenge all pupils and homework was used effectively to allow pupils to consolidate their understanding and to develop their skills. In a good Year 2 lesson, pupils were challenged well in their mental handling of 'counting backwards' and in recognising 'odd' and 'even' numbers. In the main part of the lesson, the majority of pupils made good progress in understanding that subtraction is the inverse of addition. Good opportunities were provided for pupils to explain their mathematical thinking and the ends of sessions were used well to consolidate and assess pupils' learning. Throughout the school, short-term planning is brief and the needs of pupils of different levels of attainment, including those with special educational needs and learning with English as additional language, are not routinely identified. Teachers make good use of both formal and informal assessment. They mark pupils' work regularly and some make helpful and encouraging comments in pupils' books. This contributes to pupils' learning. However, standards of presentation could be better, particularly in Years 1 and 2, and ICT is not sufficiently used to enhance pupils' learning in mathematics.
14. The teaching of science is good throughout the school. The school has increased the emphasis on investigations in lessons and this gives added enthusiasm on the part of the pupils. Opportunities are provided for pupils in the lower school to investigate the food preferences of individuals in the class and to record their findings in graph form. This heightens pupils' interest and keenness to learning. Lessons are well prepared and all necessary resources are provided in advance so that the work proceeds uninterrupted. Pupils are sometimes allowed to work in pairs or groups, which enables them to share experiences and help one another. They learn to show respect for property and to exercise care when performing experiments. Their work is marked regularly and suggestions made for improvement. In the juniors, lessons are generally well planned and adequate resources are provided. Emphasis is placed on learning through experiment and pupils are encouraged to check for fair testing. However, it is necessary to ensure, when planning, that objectives are unambiguous, precise and clear. Teachers use questions effectively to challenge pupils' thinking and to encourage independent learning.

**The headteacher, staff and governors work closely together and bring very clear direction and purpose to the work of the school.**

15. The good leadership and management are reflected in pupils' good behaviour and positive attitudes to learning, their respect for property and their harmonious relationships, regardless of

age, ability, gender, social or ethnic background. The very good ethos of the school has created a very effective learning environment.

16. The headteacher leads the school effectively. She is well supported by the deputy headteacher and the governing body and all involved in the school work well together to bring about improvements. She has a clear vision for the development of the school and the necessary management skills to bring this vision to reality. For example, she has recognised the impact of the numerous staff changes on the development of the curriculum and with the deputy headteacher has kept a firm overview of all aspects of the curriculum. Since the last inspection, many new strategies, such as reviewing policies, implementing schemes of work, introducing suitable assessment and monitoring procedures, and analysing and using test results to track pupils' progress and improve standards have improved educational standards. Raising the attainment of higher-attaining pupils, an issue from the previous inspection of the school, has been managed effectively, and this is reflected particularly in the National Curriculum test results for eleven-year-olds in English, mathematics and science. All parents who returned the questionnaire stated their belief that the school is well managed; the inspection team endorses this view.
17. Good systems exist for monitoring the quality of teaching and learning. There is an easy yet productive relationship between the headteacher, deputy headteacher, mentors and staff and as a result the monitoring of classroom provision is carried out in a supportive, yet professional manner that reflects the ethos of the school. Teachers are informed about how they can improve and are given the support needed. Continuing professional development is strongly encouraged. Since the last inspection, the school has worked hard, to enhance the role of subject co-ordinators. However, staff turnover has resulted in many being new to their post of responsibility as well as to the school.
18. The school's improvement plan details appropriate action in managing the development of the school. The headteacher, staff and governing body co-operate well in the decision-making process and all contribute to its creation. These identified priorities strongly reflect the school's circumstances and needs. The school uses its strategic resources very well and educational priorities are well supported through good financial planning.
19. The governing body is very well-informed about the strengths of the school and the areas for improvement. Governors are very supportive and work hard to help the school move forward and give much of their time to support the teachers in the classes. They have an effective system of committees to oversee the work of the school. They have regular meetings with co-ordinators, monitor different aspects identified from the school development plan and report to the full governing body on what they have observed. They evaluate the effect of the school's spending decisions on standards, receive regular reports from the headteacher, analyse statutory test results and visit the school regularly. Governors are well aware of the principles of best value and fulfil most of their statutory duties.

**The overall provision for pupils' spiritual, moral, social and cultural development is very good resulting in good attitudes and behaviour, which help pupils to learn well and improve on their personal development.**

20. Governors view the education of the whole child as paramount and fully understand the importance of an appropriate ethos if children are to flourish and to learn. Because of this they have ensured that provision for the pupils' spiritual, moral, social and cultural development is, overall, very good, resulting in well-adjusted pupils whose attitudes, behaviour and personal development are all very good.
21. The strong and distinctive Christian ethos that permeates the school supports very effectively the pupils' spiritual development, and aspects of their social development. Through assemblies, religious education and in group discussions known as '*circle time*' pupils are encouraged to reflect on their thoughts and inner feelings and to revere and worship God. This makes a very positive contribution to their development as caring, considerate and loving people. A feeling of community is engendered by the presence of all staff at assemblies, and through consideration of stories, such as the disciples sharing their thoughts about Jesus' resurrection. Such things as

helpfulness, good behaviour and effort are celebrated at special assemblies each half-term and this gives the pupils an appreciation of what is meant by education in its fullest sense.

22. All adults who work with the pupils value them and there is a strong moral code underpinning everything they do. A most notable feature of many lessons is the way teachers respect pupils' views and encourage them to articulate what they feel. Because of this, pupils are happy, secure and confident at school, and this has a very positive impact on the quality of their learning, which they approach with interest and enthusiasm.
23. Teachers manage and organise their pupils very well and they expect and achieve high standards of behaviour. Even in lessons that lack pace or where some pupils are not sufficiently challenged, no time is lost through disruption. The pupils' awareness of how to deal with bullying is clear; the phrase "walk away" was heard more than once during the inspection. As a consequence, incidents of bullying are rare and no pupils have been excluded for oppressive behaviour for many years. Calmness in and around the school and the purposeful way pupils approach learning are striking. Inspection evidence fully supports the parents' view that standards of behaviour at the school are good.
24. Because pupils are taught about the importance of friendship, their relationships are very good; they work and play together harmoniously and show tolerance and respect for each other and their environment. Parents cite the warm and friendly atmosphere at the school as one of its major strengths, and they particularly applaud the fact that friendships exist across all ages and backgrounds. The pupils' sensitivity to the values, feelings and needs of others is further developed very effectively through opportunities to discuss and reflect on such concepts as fairness, justice and thanksgiving. Pupils also become aware of the different experiences of other people through fund-raising for charity and corresponding with a little girl in West Africa.
25. Attendance at after-school clubs, trips, theatre visits and inter-school events contributes well to the pupils' social development. However, there are not as many opportunities for pupils to take responsibility and show initiative as there were at the time of the previous inspection. Though many pupils enjoy undertaking monitoring duties - "doing jobs makes me feel I am helping my teacher" - and there is a head boy and girl and prefects, examples of older pupils helping younger ones are not so evident. The school recognises the value of a school council in allowing pupils to experience the democratic process and to develop autonomy, and reinstating one is a priority.
26. Overall, the provision for the pupils' cultural development is good. Pupils learn about life in other places, such as Mexico or the Himalayas, and compare these with their own. A wide range of visits and workshops are used effectively to enrich the pupils' learning and to support their personal development. All pupils have recently participated in theatre workshops, and two local artists ran textile and printing workshops for pupils in Years 1 and 2. Children gain practical experience of music by presenting concerts and singing at masses. Peripatetic teachers are employed to give pupils in Years 3 to 6 lessons in playing the violin, piano or guitar and children are encouraged to play in assemblies. This was exemplified when a pupil in Year 6 played the flute at an assembly during the inspection. The recent 'story week' focused on myths and legends. The pupils' good understanding of the Christian faith is reflected in their general demeanour and in displays of their work. Displays also show that pupils learn about other faiths represented in the local community such as Hinduism, Judaism and Islam. One boy in Year 6 said that learning about them had been 'the best bit in religious education' because it had helped him to understand about other people. Nevertheless the school has still not capitalised on the good range of 'outside' resources, such as varied places of worship and representatives of other faiths, available in the immediate vicinity. The overall provision for pupils spiritual, moral, social and cultural development makes a good contribution for life in a diverse society.

**The overall provision for children in the Foundation Stage<sup>1</sup> is good and children make a good start to their education.**

27. The quality of provision for the Foundation Stage has been maintained since the last inspection

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<sup>1</sup> Foundation Stage is the provision for children aged from three to the end of the Reception Year.

and is continuing to give children a good start to their education in Year 1. When children enter the Nursery their attainment, overall, is at the level expected for their age. A broad and rich curriculum is offered in the Nursery and Reception classes, and all children, including those with special educational needs and with English as an additional language, make good progress. As a result most exceed the nationally expected outcomes in personal, social and emotional development, language, literacy and communication and mathematical development.

28. Induction procedures are good and all children make a happy start to school life. Parents and carers are kept well-informed about their children's progress. Resource provision is good in the Nursery and parents make important contributions to the equipment by successful fund-raising. In the Reception classes, resources are adequate but children do not have access to the large climbing and balancing equipment necessary for their physical development.
29. The teaching of children in the Nursery and Reception classes is good and has a strong impact on children's learning. Teachers are sensitive to the needs of children and provide a very caring environment. The teaching of basic skills is good in both classes and the children make good progress in their early reading, writing and number skills. Adults interact suitably with the children, exploiting many opportunities to increase children's vocabulary. Teachers make good use of teaching assistants to work with, and support, small groups. Staff provide good support to children who have learning difficulties and those for whom English is an additional language, and these children achieve well. Activities are well organised and there is a good balance between child-initiated and adult-led work. Expectations are high, and those who are capable are encouraged to cover work that is planned for children who are covering the National Curriculum Programmes of Study. As a result, some of the Reception children have advanced skills in carrying out and recording simple addition and subtraction and reading and writing.
30. By providing useful opportunities to develop children's confidence and independence teachers promote children's personal, social and emotional development very effectively. Clear routines have been established in which the children thrive. For example, when walking into the hall for physical education they understand that they must walk quietly and sensibly so as not to disturb other children. All children are developing a clear understanding of right and wrong. They treat equipment with care and respect and willingly tidy-up after activities. In both classes, children respond positively to the experiences offered to them and show an eagerness to explore new learning situations. For example, in the Nursery, children showed particularly good concentration and persistence when making a bamboo wigwam for their runner beans. Older children in the Reception class willingly share resources when playing together, take turns when using the equipment in the sand and water tray, and show independence during the literacy session.
31. By the end of the Foundation Stage, children attain standards above those expected in language, literacy and communication. Through structured play, children develop their speaking and listening skills and are beginning to use language appropriately to express their ideas in the role-play area set up as a '*Pizza Dream Café*' in the Nursery and as a '*Travel Agent*' in the Reception class. In both classes adults support children in the task and take time to talk to them about what they are doing, encouraging them to explain and describe their work. Most children in Reception recognise and read simple words accurately. Higher-attaining children are already familiar with the school's reading scheme and use pictures, meaning, and their knowledge of initial sounds to help them to read and are beginning to answer questions about the events in a story. In both classes, children's early writing skills develop well. In the Nursery, they are beginning to use pencils with increasing confidence to make marks and '*trace*' pictures. In the Reception class, writing is developed systematically and, as a result, many children are beginning to write independently and with increasing confidence. Average and higher-attaining children copy words from the board and write short sentences with little adult support. A few spell familiar words such as 'play' and 'with' accurately and many are starting to use capital letters and full stops accurately.
32. Children exceed the national expectations for standards in mathematics by the end of the Foundation Stage. In the Nursery, children match shapes and learn to sort equipment according to criteria such as colour, shape and size. Older children in the Reception classes know the names of simple two-dimensional shapes, such as circle, square, triangle and rectangle and identify accurately some of these shapes when making shape pictures. Earlier work shows that

children in the Reception class recognise successfully, count and use numbers up to and often beyond twenty. They collect data about how they travel to school and present the information in simple block graphs. Many use mathematical terms such as 'more than' and 'less than', 'taller than' and 'shorter than' and 'altogether' in context and are beginning to solve simple problems and use associated symbols correctly. The use of a numeracy hour is having a significant impact on attainment. Children make good progress as a result of the good teaching they receive.

**The school provides well-chosen and worthwhile learning experiences across a broad curriculum that is enhanced by a wide range of visits and visitors.**

33. The school provides a rich and varied curriculum for its pupils in both the infants and juniors despite the national focus on literacy and numeracy. The school provides the full range of National Curriculum subjects and offers the pupils a range of experiences beyond this. The work on classroom walls and discussion with pupils reveal that they really enjoy other subjects and have a secure knowledge about them. Teachers ensure that the skills taught in literacy and numeracy are practised through other subjects. For example, pupils learn and use appropriate technical terms when explaining and discussing their work in other curriculum areas. They write good narrative accounts in Year 3 of life in Roman times and use persuasive language effectively in personal and social development lessons. Pupils confidently apply their numeracy skills in a number of practical activities, such as measuring in design and technology, sequencing time-scales in history lessons and drawing maps to scale in geography.
34. The range of visits and visitors provided by the school is exceptionally good. Every year group has planned additional activities, each term throughout the year. For example, Years R and 1 perform the story of Robin Hood in the Autumn, visit the Polka Theatre in Wimbledon in the spring and have a history workshop on toys, related to their history topic. At the other end of the scale Year 6 pupils visit the Imperial War Museum in the autumn, attend a residential retreat in the spring and take part in a Shakespeare workshop in the summer. Science workshops are provided throughout the year for different year groups. During language week, authors visit the school to perform story readings and talk about the work of authors. Five days annually are devoted to such activities, including book making, creative arts, language games and poetry recitals. Years 3 to 6 have half a day per year on aspects of music, appreciation, instruments and recitals. Sporting activities contribute significantly. Coaching by the Middlesex Cricket Club benefits the older pupils, as does coaching by Brentford Football Club. Staff v pupils sporting fixtures, class parties and picnics, swimming gala and sports day add to the spirit of community in the school. Numerous other activities can be added to the list. This is effective for the good personal and social development of all pupils.

## **WHAT COULD BE IMPROVED**

### **Standards in information and communication technology (ICT) and the use of ICT to support pupils' learning in other subjects of the curriculum.**

35. The standards reached by pupils at the end of Years 2 and 6 are below the levels expected nationally, although there are aspects of the subject in which many pupils are achieving above the nationally expected levels in ICT. For example, the good use of slides in a 'PowerPoint' presentation is above expectations. Overall, achievement is unsatisfactory at the end of Years 2 and 6 for the majority of pupils. The gaps in pupils' past learning and experience, combined with limited access to computers have led to unsatisfactory progress over time. Standards were average at the time of the last inspection.
36. Pupils in Year 2 show a growing competence in the use of the mouse and basic keyboard skills. Many are developing increasing proficiency in word processing. With adult support they word process poems about 'Scary Dreams', delete and insert letters, and use upper and lower case type, with accuracy. They are learning how to save and retrieve information to print out their work. Pupils describe confidently how they used a painting program to produce pictures. They used words like 'select' 'icon' and 'brush' to outline clearly the process, which enabled them to achieve the desired effects. However, many are not familiar with retrieving or storing work or using the computer to store or present data. They have little experience of programming robotic toys to

follow a different set of instructions or to explore adventure games and find out the consequences of different decisions.

37. In Year 6, most pupils are confident in collecting and displaying data and they explain with a good degree of clarity the processes they use. This is seen, for example, when they are entering, sorting and classifying data about the height of pupils in the class. They present their findings graphically but the analysis of data is underdeveloped. Labels and displayed work indicate that pupils can use the basic editing functions of word processing skilfully and imaginatively to present work in a more attractive manner by changing the font size, style and colour. However, many are insecure about copying text and adding graphics to enhance their work and scrutiny shows that they have limited opportunities to draft and edit text directly on to the computer. Most pupils know how to 'log on' when surfing the Internet to support their learning in geography and history. They download illustrations and information about the Himalayas and the life of John Lennon. However, access to the Internet is often delayed because of an unreliable service provider. Despite these advances in the use of ICT, pupils' skills remain underdeveloped. Overall, by the end of Year 6, most pupils have little knowledge of how to use a spreadsheet to carry out calculations. Their abilities involving modelling, monitoring and control skills are less than satisfactory, with little evidence of them being able to use control boxes to detect changes, for example, in temperature or to control models.
38. Little direct teaching of the subject was seen during the inspection. Evidence provided by discussions and work scrutiny indicates that when ICT is taught, teaching is good. Most teachers are competent and knowledgeable about the basic skills of ICT. They demonstrate confidently the specific skills at the start of the week and provide sensitive support for pupils who work on these skills in pairs during the week. However, planning is limited. Although there are clear objectives for the teaching of specific skills there is no planning of opportunities for computers to be used to support learning in other subjects. Also, the needs of all pupils of different levels of attainment are not clearly identified.
39. In the absence of a subject leader the headteacher is maintaining a watching brief. There is a clear sense of direction for the development of the subject through the purchase of further resources and by continuing the successful staff training. The hardware the school has, although limited in the number of machines, is modern and functions well. However, computers are not well used, as they are stored in a classroom that is currently being used for the teaching of the high attaining pupils in Year 2 for literacy and numeracy. Plans are in hand to alter this arrangement from the autumn term. Some classes have rotas to record pupils' experiences on the computer and to provide a check of what has been done. However, these are not part of a whole-school procedure for rigorously tracking individual experience and progress and for ensuring that pupils receive their entitlement. Overall, assessment is currently unsatisfactory.

**The planning of work in subjects other than English and mathematics. At present it does not identify provision for pupils of different levels of attainment, including those with special educational needs and English as an additional language.**

40. Although the school has improved its curricular planning since the last inspection further development is needed that will enable even higher standards. Previous work shows that teachers are providing experiences of good quality for the pupils in English, mathematics and science. All teachers use a commercial weekly planner to support their planning of all subjects across the curriculum. The format used does not provide adequate space to provide the necessary information to ensure that the lessons always meet the needs of the different levels of attainment in the classes. Teachers rely heavily on their knowledge of the individual pupils to enable them to provide additional support or challenge as they teach their lessons. A review of teachers' planning folders shows that in most classes previous planning is generally very brief and what pupils are expected to experience or learn by the end of the session is not always clearly set out. Insufficient detail is provided of how the work is to be matched to the different groups of pupils, including those with special educational needs or English as an additional language. Plans neither make appropriate reference to the levels of attainment that pupils are expected to reach in each subject nor indicate how ICT will be used to support learning. This lack of clarity and detail in planning does not provide sufficient support for newly qualified teachers or ensure a clear

acquisition of skills and knowledge as pupils move through the school.

**Children who complete the Foundations Stage in the Reception class have no regular access to large apparatus and wheeled toys to develop their physical skills.**

41. Overall, the school provides well for children in the Foundation Stage and the majority of children make good progress. Children's physical skills are developing well in the Nursery but less so in the Reception class because provision is inadequate. There is no dedicated enclosed play area for use by the children in the Reception class. This means that they do not have opportunities throughout each day to develop their large muscular skills, for instance, when pedalling tricycles, manoeuvring wheeled vehicles, carrying equipment and climbing and balancing on adventure equipment. The school has identified the need to improve the outdoor facilities for explorative and constructive play for children who complete the Foundation Stage in the Reception class. While the children reach the goals set for this area of learning, standards in this area are not as high as they should be.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

42. In order to further improve the quality of education and raise standards, governors, headteacher and staff should now:

(1) **# Raise standards in ICT by**

- ensuring that all statutory requirements are met;
- ensuring that teachers' planning across the curriculum provides for the integration of ICT into subjects as appropriate;
- increasing the number of computers and software for use in the ICT suite;
- developing procedures to assess and record pupils' attainment and ensure that the information gained is used consistently to assist planning to meet the needs of all pupils.

*[Paragraphs 36-40]*

(2) **Plan lessons in all subjects other English and mathematics in sufficient detail to ensure that the teaching takes account of the different levels of attainment in the class.** *[Paragraphs 41]*

(3) **# Provide large apparatus and wheeled toys to promote children's physical development.** *[Paragraphs 42]*

*The school has already identified some of these aspects of its work as priorities for further development.*

## 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	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	10	11	0	0	0
Percentage	0	9	43	48	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	13	226
Number of full-time pupils known to be eligible for free school meals	-	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	-	17
Number of pupils on the school's special educational needs register	-	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	6.4
National comparative data	5.6

#### 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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	15	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	18
	Girls	14	14	15
	Total	29	29	33
Percentage of pupils at NC level 2 or above	School	88 (89)	88 (89)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	18
	Girls	14	15	15
	Total	29	33	33
Percentage of pupils at NC level 2 or above	School	88 (89)	100 (94)	100 (91)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	20	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	14
	Girls	20	16	20
	Total	34	27	34
Percentage of pupils at NC level 4 or above	School	100 (88)	79 (88)	100 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	10
	Girls	19	19	19
	Total	28	31	29
Percentage of pupils at NC level 4 or above	School	82 (75)	91 (75)	85 (78)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	5
Black – other	2
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	1
White	162
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	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 – Y7**

Total number of qualified teachers (FTE)	12.3
Number of pupils per qualified teacher	18.37
Average class size	32.28

#### **Education support staff: YR – Y7**

Total number of education support staff	9.0
Total aggregate hours worked per week	140

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	26
Total number of education support staff	1.0
Total aggregate hours worked per week	16
Number of pupils per FTE adult	0.013

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-01
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	£
Total income	642,974
Total expenditure	642,432
Expenditure per pupil	2,280
Balance brought forward from previous year	57,636
Balance carried forward to next year	58,178

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	10.5
Number of teachers appointed to the school during the last two years	5.8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	206
Number of questionnaires returned	101

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	52	47	0	0	1
Behaviour in the school is good.	51	47	2	0	0
My child gets the right amount of work to do at home.	24	50	23	0	4
The teaching is good.	54	45	1	0	0
I am kept well informed about how my child is getting on.	48	46	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	53	42	5	0	0
The school expects my child to work hard and achieve his or her best.	58	38	3	0	1
The school works closely with parents.	40	49	11	0	1
The school is well led and managed.	45	47	7	1	1
The school is helping my child become mature and responsible.	49	51	0	0	0
The school provides an interesting range of activities outside lessons.	19	30	36	8	8