

INSPECTION REPORT

NEWNHAM JUNIOR SCHOOL

Eastcote

LEA area: London Borough of Hillingdon

Unique reference number: 102393

Headteacher: David Kidner

Reporting inspector: Penny Holden
2731

Dates of inspection: 29th and 30th October 2001

Inspection number: 195589

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address:	Newnham Avenue Eastcote Ruislip
Postcode:	HA4 9RW
Telephone number:	020 8866 8925
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. K. Hale
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

Newnham Junior is an average sized school with 254 pupils aged between 7 and 11 years. There are two classes in each year group. Most pupils are white British but a small minority comes from other ethnic backgrounds, mainly Asian. Twenty-three pupils speak English as an additional language with two supported through the Ethnic Minority Achievement Grant.

Thirty-nine pupils, an average number, have special educational needs including dyslexia and other learning difficulties. Pupils' attainment on entry is improving and is now good. Generally, pupils come from homes with very few socio-economic difficulties, although 17 pupils qualify for free school meals. Newnham is a Beacon school for information and communications technology, mathematics, boys' achievement, cutting bureaucracy and in April 2001 it won a Schools' Achievement Award. The school is to increase in size soon with three classes in every year group.

HOW GOOD THE SCHOOL IS

Newnham Junior School is very successful: standards are high; teaching is very good and staff work together as a strong team that is led extremely well. The value for money provided by the school is very good: imagination, resourcefulness and effort ensure all pupils have a stimulating and high quality education.

What the school does well

- Pupils love school, are really enthusiastic about their work and understand that they must apply effort to learn; because of this standards are high.
- Teaching is very good. Teachers always expect the most from their pupils and make work interesting.
- Planning at all levels is very good. Close attention is paid to detail: everything is done for a purpose and nothing is left to chance.
- Everyone who works in the school, including pupils, feel valued and needed and understand the part they have to play to make every day at Newnham Junior School an enjoyable and rewarding experience.
- Resources are of very good quality and used very effectively to help pupils learn.

What could be improved

- There are no features that require significant improvement.

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 much improved since the last inspection in 1997. Reading standards are good and assessment is very well planned and effective. A significant area of improvement is information and communications technology (ICT). There is a school network of 16 computers as well as those in classrooms. The school is now a Beacon School for ICT amongst other areas and gives pupils and teachers excellent opportunities to use computers and other technology.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A	A	A*	well above average A above average B
mathematics	A*	A	A*	A*	average C below average D
science	A*	A*	A	A	well below E average

A* - results are in the top 5 per cent.

Standards are high and have risen further since the previous inspection in 1997 when they were identified as a strength of the school. Trends in results over the last three years have shown a steady improvement, in line with the national picture. Girls' and boys' results in the tests at the end of Year 6 well exceed the national average: indeed in mathematics results are in the top 5 per cent of schools nationally.

The school's targets for 2002 are lower than those for 2001 but are sufficiently challenging at 85 per cent Level 4 and above in English and 87 per cent Level 4 and above in mathematics because of the number of pupils with special educational needs.

The standard of work seen is very good. In all areas of the curriculum pupils apply effort and complete well-presented work. Pupils love reading and quickly pick up the subtleties of a story and its characters. The school has a focus on extended writing and pupils are producing interesting and lively work. Pupils are good at problem solving especially in pairs and groups because they concentrate hard, discuss and work together very well. Work in ICT is good, for example, Year 5 pupils produced some excellent Escher-inspired patterns and Year 3 pupils' writing that was inspired by the book *The Secret Garden*. Year 6 pupils recorded their historical researches very effectively as multimedia presentations. Pupils achieve well. They arrive in Year 3 having attained good results in the Year 2 national tests and continue to make very good progress so that by the time they are in Year 6 they are nearly three and a half terms ahead of others nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils love coming to school and know how important it is to work hard and learn.
Behaviour, in and out of classrooms	Pupils are very well behaved; they move sensibly around the school and are responsible and thoughtful towards others.
Personal development and relationships	Relationships are very good. Pupils get on well with each other and often say the best things about school are the

	teachers.
Attendance	Attendance is good, above the national average. The school and parents are scrupulously honest about applying for authorised absence.

Pupils take responsibility for behaving well, they gently remind each other to be quiet in assembly or to listen to the teacher. They are self confident and polite, happy to explain their ideas or to talk about issues they believe are important. Pupils enjoy taking the opportunities given to them to help in the running of the school. They readily play the part as class representatives on the school council and understand that the role carries obligations. The school council devised and runs a scheme to ensure cloakrooms are kept tidy. The scheme is extremely effective and these areas are immaculate.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very good

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

Teaching in English and mathematics is very good. The literacy and numeracy strategies are used very well to help pupils make good progress in these subjects. Teaching in these lessons is imaginative and lively so that pupils are interested and work hard. The school is a Beacon school for mathematics.

A particular strength in teaching at Newnham is the respect all teachers and learning support assistants show for pupils' ideas. Answers are valued whether they are completely right or not. This teaches pupils that it is worth attempting to solve problems and to offer ideas because they will receive credit for trying. Consequently pupils concentrate and make an effort to understand and to contribute. Teachers present work with an enthusiasm and a love of the subject and pupils pick up on this and are quickly involved in the lesson. In Year 6 teachers use the interactive whiteboards very well to capture the pupils' interest, to present ideas clearly and to help pupils understand. The school meets the needs of all pupils well by identifying individual strengths and weaknesses and through careful lesson planning. Individual targets are set regularly in mathematics and English and in every lesson pupils are told what they are to learn and why this is important.

Pupils have excellent attitudes to school and their work. They believe that learning is important and that they have to apply effort to succeed. They work hard and when asked to discuss something in a lesson take that discussion seriously, are always ready to answer and share their views.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is carefully planned and covers all subjects very well. Activities are often imaginative and interest and inspire pupils.
Provision for pupils with special educational needs	Pupils' special learning needs are carefully identified and the extra help they get is well organised and systematic.

Provision for pupils with English as an additional language	Very few pupils speak a language other than English. Those that do, especially those who arrive at the school just beginning to learn the language, are well supported and their skills in mathematics and ICT are recognised and given value.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils have interesting opportunities to take decisions that influence the school through the school council. They feel strongly about right and wrong and support causes and charities with strong conviction. Good relationships and an interesting curriculum teach pupils to value everyone and to be interested in the wider world.
How well the school cares for its pupils	All adults work effectively to care for the pupils both academically and personally. They know individuals well and encourage effort.

Regular visits to places of interest linked to the work in school, canal trips and school journeys all enrich pupils' experiences. Nearly half the school and some Year 2 pupils from the infant school sing in the choir. End of year school productions written by staff and performed by the pupils are a highlight of every year. The school makes links between some subjects such as geography and history so that the work can be more interesting and understandable to pupils.

The school works very effectively with parents who contribute well to school life.

Attention is paid to all aspects of the pupils' development so that they are encouraged to make the most of their individual strengths as well as achieving well in academic subjects. Learning support assistants effectively support those with particular learning needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led; attention is paid in detail to all the school does. The school focuses on seeing that pupils reach their full potential and have a stimulating and effective education.
How well the governors fulfil their responsibilities	Governors have a very good knowledge of the school and what it offers pupils. They constantly and rigorously seek to understand the issues the school is facing and to continue to improve.
The school's evaluation of its performance	Development planning is thorough and systematic and all aspects of the school's provision and performance are reviewed in order to improve.
The strategic use of resources	Resources are planned for and used very well. Imagination and effort is used to provide the best resources for pupils.

Leadership and management are very strong. The headteacher leads the school in an assured and sensitive manner, solving problems and challenges by working with others involved in the school. He has built an effective and happy team. Pupils and adults feel valued and enjoy being in the school. Day to day organisation is very smooth because everyone understands the part they play in school life and carries out their work conscientiously.

The school applies the principles of best value well, it is careful not to become complacent. It seeks to compare itself against others and to challenge its own effectiveness; for example, the parents of last Year 6 pupils were consulted about what the school provides and how it could improve. The results were analysed, evaluated and acted upon where appropriate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is very good. Pupils are expected to work hard and do well. • Pupils behave very well both in school and out on visits. • Relationships are very good and pupils make friends in different year groups. • Pupils with special educational needs are given very good support. • The headteacher and other staff are very approachable. 	<ul style="list-style-type: none"> • Homework.

The inspection team agrees with parents' positive views, many of which are clear strengths of the school. Concern was expressed about homework, some parents thought there was too much and others too little. Other aspects of homework, such as giving guidance to parents about how to help their children, the type of homework and how it is marked, were discussed. Inspectors found homework was linked well to class work and offered opportunities to research and broaden the pupils' knowledge. The school's homework policy lays out expectations clearly.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils love school, are really enthusiastic about their work and understand that they must apply effort to learn; because of this standards are high.

1. Pupils really enjoy coming to school. From the moment they arrive at Newnham at the start of the day they are happy to be in school and are ready to learn and to contribute to school life.

2. Pupils have a strong feeling of responsibility towards the school. They readily contribute to life at Newnham and staff are very good at giving them opportunities to do so. There is an active and effective school council with pupil representatives from every class who have to present themselves to their classes for election by making a speech and are then chosen by their peers. The school council members solved the problem of untidy cloakrooms with bags and coats strewn on the floor. They carry out daily, regular and rigorous cloakroom inspections awarding points for tidiness which are reported to the whole school. The class with the best record each week is rewarded by going into school lunches first. The system is very effective; cloakrooms are meticulously tidy; indeed some pupils use a dustpan and brush to remove every speck of dust.

3. House captains and deputies are also elected and perform important duties throughout the school often helping with the day to day routines and events such as running a bring and buy cake sale, that raised a good deal of money for charity this year.

4. Pupils behave very well. They often correct each other's behaviour. In assembly one pupil put his finger to his lips and stared at another boy who had whispered something to him. Both boys then sat in complete silence listening to what was going on in assembly. When lessons start pupils understand how important learning is, they listen closely to their teachers and work hard, often persevering when tasks are quite challenging. Pupils in all year groups work very well together and in small groups stay focused on doing the task and using each others ideas.

5. Pupils are willing to practise and improve their work; they know that they have to work hard to do well. Because they take care and make considerable effort to complete their work well and to their teachers' requirements they make good progress. The careful way teachers make the reason for work is clear to pupils and also helps them realise the importance and relevance in what they are about to do.

6. Pupils' attitudes to their work and to school and the very good teaching ensure standards are high. Pupils obtain very good results in national tests at the end of Year 6 in English, mathematics and science.

7. Pupils' work throughout the school in all other subjects is also of very good quality. This is due to several factors:

- good curriculum planning that gives pupils a well thought out experience in all subjects across the four years;
- teachers' enthusiasm for and good knowledge of their subjects;
- pupils' attitudes to and interest in their work.

Teaching is very good. Teachers always expect the most from their pupils and make work interesting

8. Teaching in the vast majority of lessons is good or very good. Teachers enjoy teaching and aim to plan interesting and stimulating lessons which challenge and often enthuse the pupils. Every moment of the school day is used to give pupils a good learning experience. Some registers are taken quickly so that no time is wasted for learning; other registration times are used to involve pupils in enjoyable and worthwhile activities such as singing good afternoon in response to your name being called. These times are also used to reinforce the school's ethos and rules. Homework is checked, the timetable for the day is shared and sometimes a common error in the previous day's work is addressed. The pace of these sessions is brisk and total attention is expected from every pupil.

9. Teachers have developed very good strategies to help pupils learn. For example in a Year 4 mathematics lesson the teacher began the lesson by demanding good eye contact from every pupil. He moved around the room to check all eyes were on him, clicking his fingers in a rhythm as he asked pupils mental number questions. The rhythm kept the pace of question and answer brisk and good relationships and a gentle sense of humour helped all pupils feel able to take part. Because of this pupils tried very hard and made good progress in manipulating numbers.

10. A strong characteristic of the good teaching is how well teachers question pupils. Not only do teachers value and respect pupils' attempts whether right or wrong, they also ask individual pupils especially chosen questions. These questions test out what individual pupils know and help them understand better. When a pupil has difficulty in answering a specific question, teachers will often give them more time to think by saying, 'I will come back for your answer in a moment.' Teachers do return for the answer and the strategy is effective as pupils have usually worked out the correct answer. In one class the girl who had been given extra time was worried her teacher had forgotten her and volunteered her answer with great pleasure as soon as she had worked it out.

11. Teachers have a good knowledge of their pupils and their strengths and weaknesses. One boy, a very recent arrival in Britain just beginning to learn to speak English, was quickly recognised by the teachers to be very able in mathematics and using computers. Setting him challenging work in these subjects alongside others in his year group quickly developed his skill. This meant that he continued to make good progress in these subjects whilst being suitably supported in learning English.

12. Humour is used well; pupils in Year 5 loved the traditional story of The Three Little Pigs told with a very original and up to date twist. The pupils understood very vividly how the form and structure of a story can be used to make a very different tale.

13. Praise is also used judiciously to encourage and motivate pupils. Comments are well directed and whilst always valuing effort teachers make it very clear to pupils where something works well and where changes would make important improvements.

14. Teachers have very good ways of keeping the pupils involved in lessons. In a Year 3 English lesson looking at similes the teacher frequently got pupils to work out an answer, or come up with an idea and share it quietly with the person next to them. This is a very effective strategy as it ensures pupils do the task conscientiously and helps them understand even better because they learn from each other. In the same lesson the teacher was also very good at recognising when pupils have tried hard and valued answers

that are not correct by saying, 'that is not the right answer but thank you for trying.' Pupils are always willing to try to answer because they know their attempts will be respected.

15. Many effective teaching ideas are used by several teachers in the school and provides good evidence that good practice is shared very effectively. Teachers new to the school have a well planned induction programme to help them acquire good Newnham teaching ideas.

Planning at all levels is very good. Close attention is paid to detail: everything is done for a purpose and nothing is left to chance.

16. The governing body is planning carefully with the headteacher to increase school size. They are taking care to ensure the nature of the school is not changed and that the architect's plans improve the facilities for all and add extra space aesthetically. Planning is thorough: down to the detail that the sculpture attached to the outside wall will be moved and incorporated into the new building. The school is keen that the school development plan, which is developed on a two-day training session involving staff and governors, is seen as a living document, revisited and amended. This plan is very clear and comprehensive. It includes a review of how far the school has progressed in its three-year targets, keeping each curriculum area under review as well as planning for the future. There is a very useful simple time grid recording each development area to be tackled over a three-year period. Information about the budget and personnel involved helps the planning to be focused and practical.

17. Rather than assume that Newnham is offering an education that pleases parents and demonstrating the school's attention to detail, parents of last year's leavers were asked in a questionnaire to give their views of the school. The views stated were extremely positive and gave the governing body and the staff of the school clear evidence that things were going well.

18. Teachers' planning, for example, to use the interactive whiteboards or the computer network, is meticulous and detailed. Teachers not only plan the lesson but run through what they will do with the pupils to check everything is working well and that they are using the technology to its best possible effect.

19. Mid-term and short-term plans, which organise how each subject is to be taught, have been developed and refined over recent years. These give teachers very good guidance in some detail about what the lessons should contain and when certain topics will be covered. Short-term plans, for example, all follow an agreed shape and all include information about what is to be learnt in the lesson, the activities pupils will do and how these are to be made challenging enough for everyone in the class. These plans are monitored and improved where necessary by co-ordinators to ensure pupils receive the best possible curriculum.

Everyone who works in the school, including pupils, feels valued and needed and understands the part they have to play to make every day at Newnham Junior School an enjoyable and rewarding experience.

20. All staff, including clerical staff, cleaners, support assistants and the cook, take real pride in their work and their link with Newnham Junior School. For example, lunchtimes are civilised and pleasant times. Pupils enjoy the food they are offered, which is personally prepared and is part of the way the school helps pupils feel special. Lunchtime supervisors follow the same code of behaviour as all other staff in the school and treat pupils well. Pupils are talked to politely and are well known to everyone, they are firmly and

gently reminded if their behaviour is not as good as it should be. Staff and pupils have very good relationships, not only do they work well together in class, they chat to one another in the playground and in the dining hall. Adults listen attentively to pupils and show that they like being in the company of children.

21. All who work in the school make sure there is a stimulating and well-ordered environment. The school is kept very clean and tidy with excellent displays that celebrate the work of pupils and provide information and ideas about a variety of subject areas. Pupils often read displays, look at other pupils' work and pore over photographs of past school events.

22. The gardening club, for example, takes place regularly because volunteers come in and give their time and expertise freely. The volunteers and pupils have transformed a rather dull area of the grounds that is very visible from the school into an attractive and interesting garden.

23. Governors take their duties seriously, are extremely supportive of the school and passionate about playing their part in making pupils' experiences at Newnham as rewarding as possible. The vast majority of governors are or have been parents of pupils and so have a very personal connection with the school as well as their official one. Their views on the future of the school is to both maintain the school's strengths and to add to and improve the opportunities available for the pupils still to come.

24. Parents contribute well to school life in a variety of ways and value the opportunities to work with the pupils who respond with enthusiasm, interest and politeness. They come into school to help in class, offer their expertise and accompany classes on trips.

25. Everyone who is involved with the school expects the very best of the pupils who respond extremely well, taking responsibility for what they do and showing thoughtfulness, independence and politeness. This makes the school a happy and pleasant place to be.

Resources are of very good quality and used very effectively to help pupils learn.

26. Interactive whiteboards are being used in both Year 6 classrooms and when these pupils are on a school journey Year 5 pupils and their teachers use them. The whiteboards, linked to computers, allow the teachers to present work in a dramatic and effective way. In a Year 6 mathematics lesson, very well prepared work using slides projected onto the interactive whiteboard tested pupils' knowledge of several methods of long division through excellent question and answer. The whiteboard helped the teacher keep a very brisk pace and held the pupils' attention thoroughly so that very good progress was made.

27. Information and communications technology is used very well both to aid administration, to ensure systematic monitoring of performance and to provide individual, well-produced tasks for pupils. Computers and good computer programmes are used in many subject areas to improve the experience given to pupils. A graphics programme enabled pupils in Year 5 to begin to manipulate and tessellate shapes inspired by the work of the artist Escher. When pupils in Year 4 were set very challenging problems using the points on a compass, a small group were able to work with a support assistant using a roamer, a piece of equipment that can be programmed to move in different directions, to help them answer the questions.

28. In the whole-school assembly reflecting on Armistice Day a computer projector was used exceptionally well. It allowed clips of contemporary film, vivid images of the Second World War and of the ceremony around the Cenotaph for the pupils to watch. They sat with complete attention and were affected by the actual meaning of war and how important it is for them to remember, much more vividly than if they had just heard about it. The use of this technological resource enabled assembly to be a very spiritual and moving occasion.

29. To heighten the pupils' interest in history and to show them the importance of first hand evidence, resources are used very imaginatively. For example, archaeological boxes have been made up for Year 6 pupils to dig into. These are large grey plastic containers filled with wood shavings. All contain artefacts relating to the Norman period and pupils have to dig out, map where they have been found and then clean and identify the objects.

30. Small individual whiteboards and 'digit cards' with numbers written on are used very well to involve every pupil in whole-class sessions, answering mathematical questions or trying out spellings, for example. This gives teachers clear information about how each pupil is progressing throughout the session and enables them to adapt their lesson to suit the needs of individuals.

WHAT COULD BE IMPROVED

31. There are no significant areas for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	9	3	0	0	0
Percentage	0	45	41	14	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		254
Number of full-time pupils known to be eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		49

English as an additional language	No of pupils
Number of pupils with English as an additional language	23

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	7

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	32	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	29	30
	Girls	31	30	31
	Total	60	59	61
Percentage of pupils at NC level 4 or above	School	95 (90)	94 (89)	97 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	29
	Girls	30	29	30
	Total	56	57	59
Percentage of pupils at NC level 4 or above	School	89 (83)	90 (94)	94 (98)
	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	1
Black – African heritage	0
Black – other	1
Indian	17
Pakistani	4
Bangladeshi	1
Chinese	2
White	224
Any other minority ethnic group	4

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: Y3 – Y6

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	25.9
Average class size	31.75

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	147

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	543,552
Total expenditure	540,910
Expenditure per pupil	2,113
Balance brought forward from previous year	18,287
Balance carried forward to next year	20,929

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	254
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	2	0	1
My child is making good progress in school.	52	41	2	1	4
Behaviour in the school is good.	57	41	1	0	1
My child gets the right amount of work to do at home.	43	43	8	5	1
The teaching is good.	64	32	0	0	4
I am kept well informed about how my child is getting on.	45	44	6	1	4
I would feel comfortable about approaching the school with questions or a problem.	69	26	5	0	0
The school expects my child to work hard and achieve his or her best.	72	27	1	0	0
The school works closely with parents.	50	43	7	0	0
The school is well led and managed.	71	27	2	0	0
The school is helping my child become mature and responsible.	55	42	1	0	2
The school provides an interesting range of activities outside lessons.	36	51	9	1	3