

# INSPECTION REPORT

## **HOLY TRINITY PRIMARY SCHOOL**

Richmond

LEA area: Richmond-upon-Thames

Unique reference number: 102908

Headteacher: Mrs J Hodgson

Reporting inspector: Mr P Mathias  
21945

Dates of inspection: 28<sup>th</sup> – 29<sup>th</sup> October 2002

Inspection number: 246251

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Carrington Road  
Richmond  
Surrey

Postcode: TW10 5AA

Telephone number: 020 8940 2730

Fax number: 020 8940 7163

Appropriate authority: The governing body

Name of chair of governors: Mrs Elizabeth Foster

Date of previous inspection: 23<sup>rd</sup> – 26<sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>13</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>14</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>15</b>

## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

No of full-time pupils:	215.5	(Below average size for primary schools) (Average 243)
Pupils with English as an additional language:	57	(11 at an early stage of acquisition)
Pupils entitled to free school meals:	55	(Above national average)
Pupils on the register of special educational needs:	65	(Broadly in line with national average)
Pupils with statements of special educational needs:	5	(Above national average)
Average class size:		Nursery 26, YR - Y6 25

The school serves the local area and some pupils come from further afield. A large proportion of children are in the care of one parent. Children enter the nursery on a part-time basis in the term after they have reached their third birthday. They move to the reception class in the September and January of the year in which they will be five. In the last school year 21 pupils joined (an above average figure) and ten pupils left, (a below average figure), at time other than the normal.

The ethnic background of pupils is varied. While just over half of the pupils come from white UK heritage backgrounds there are also eight other ethnic groups represented in the school. Children enter the nursery with a full range of abilities. On the whole they have well below average levels of basic skills.

### HOW GOOD THE SCHOOL IS

Holy Trinity is an improving school, which has made significant progress in some areas in the last two years following the appointment of a new headteacher and deputy headteacher. The quality of teaching across the school is consistently of a high quality and the provision for and progress made by children under six is very good. There is a very positive and friendly atmosphere throughout the classes and pupils respond very enthusiastically to their teachers. Pupils with special educational needs are very well supported.

#### What the school does well

- The quality of teaching is consistently of a high quality.
- The provision for pupils considered to have some degree of special educational needs is very good.
- Provision for children under six years of age is very good and these children make very good progress from a well below average starting point.

#### What could be improved

- The roles of some co-ordinators are not sufficiently well developed and most co-ordinators have had limited impact on the quality of teaching and learning in their areas of responsibility.
- Levels of attendance and the punctuality of some pupils are unsatisfactory.

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

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

The last inspection in February 1998 found that Holy Trinity was a school where the standards achieved by pupils were good; the quality of education provided by the school was good as were the school's climate for learning and the way the school was led and managed. However, the report highlighted the need to extend procedures for governors to be able to judge the quality of teaching and learning; strengthen the school's health and safety arrangements; improve the way in which attendance is recorded and improve punctuality; plan appropriately for children under six years of age; make better use of educational support staff and extend and develop the school's procedures to assess pupils' academic progress.

Overall, the school has made satisfactory progress towards addressing the key issues of the last report. Particularly in the last two years, standards in the end of Year 6 national tests in English, mathematics and science have improved dramatically. Standards have improved in design and technology, music and physical education. In the other subjects, standards are much the same. Good progress has been made to ensure that the school's health and safety procedures are rigorous. Provision and planning for children under six is now a strength of the school. Additional support staff are deployed well and give effective support to pupils. The headteacher and some co-ordinators have worked effectively with other teachers to look at the quality of teaching and learning. However, not all co-ordinators have had the opportunity to carry out this aspect of their responsibilities. Some co-ordinators are new to the school and have yet to identify the strengths and weaknesses in their subjects or to put in place plans to address areas for improvement in their subjects. In the last two years, teachers have begun to look more critically at the performance of pupils in the national assessments and tests of pupils at the end of Year 2 and Year 6. They now use that information well to set targets for pupils in English, mathematics and science. However, there is still work to do in putting in place useful procedures to assess what pupils know and can do in other subjects. Levels of attendance are still very low and the punctuality of some pupils is unsatisfactory.

## 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			
	all schools			similar schools
	2000	2001	2002	2002
English	E	B	B	A
mathematics	E	B	C	B
science	E	A*	E	C

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

These results show that overall standards have improved from a low point in 2000 when compared to schools nationally. In 2001, pupils who took the test when they were 11, achieved above what was predicted for them when they were seven years of age. In 2002, the results in English were well above the average for schools considered broadly similar, reflecting the priority the school has recently given to developing pupils' writing. In mathematics, standards were above similar schools. In science in 2002, they were average for these schools. Pupils make good progress, bearing in mind their generally below average starting points when they begin school. A particular strength is the performance of those pupils who have English as an additional language. Evidence from the inspection confirms that standards in English and science are average and above average in mathematics. Both in classes and in the tests boys and girls reached broadly similar standards. Overall trends of improvement are in line with the national trends. The school is attaining standards in line with the realistic targets set for it.

Many children enter the nursery class with levels of basic skills, which, on the whole are well below average. By the time they leave the school aged 11, pupils attain average standards in their classes in English, science, information and communication technology, design and technology, geography, music and physical education. In mathematics, history and art, standards are above average. Overall, pupils achieve well, particularly when they are in the nursery and reception classes and in Year 3 to Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show mature attitudes. They generally live up to the high expectations set for them.
Behaviour, in and out of classrooms	Satisfactory. Behaviour in classes is always at least good; around the school some pupils are occasionally over-boisterous.
Personal development and relationships	Very good. This is a strong feature. There are well taken opportunities for pupils to take on responsibilities and to show maturity.
Attendance	Poor. The school's arrangements to promote regular attendance and to ensure all pupils arrive at school punctually are ineffective.

## 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 is now consistently good across the school and has a significant impact on the standards pupils attain at the age of 11 and on the progress they make. Currently, all of the teachers in Year 1 and Year 2 are new to the school and their good teaching has yet to have its full impact on standards attained by seven year olds. In over three quarters of all the lessons seen during the inspection, the quality of teaching was good. In a small number of lessons teaching was very good or excellent. In a similarly small number of lessons it was satisfactory. The quality of teaching of English and mathematics is good and teachers have a good understanding of how to teach the skills of literacy and numeracy. The quality of teaching for children under six years of age is consistently good. Across the school pupils, including those with some degree of special educational needs, are well taught by teachers and their assistants.

The best lessons are very carefully planned so that the teachers know in detail what they intend to teach during the lessons and what specific skills and knowledge pupils should acquire as a result of their teaching. The lessons are carefully thought out to build systematically on what pupils know and can do and the teachers cleverly draw on pupils' previous knowledge. Work is carefully matched to the different abilities in the classes and support assistants are deployed well to help pupils learn and to be fully involved in their lessons. The teachers have very good subject knowledge and, as a result, are able to explain clearly difficult concepts such as 'probability'. They question expressively and hold pupils' attention well. They successfully encourage pupils to identify and empathise with others. The quality of pupils' learning is good and in the very best lessons it is very good, for example in an excellent lesson about 'living and growing' in which a mother and child were the focus of the lesson, the pupils were totally absorbed in observing the baby, and questioning the mother maturely and enthusiastically. In nearly all lessons, pupils respond very positively to the very good relationships teachers have established with them.

Where teaching is less successful and has some weaknesses, lessons lack sufficient challenge for the highest attaining pupils, the pace of learning is pedestrian and pupils work steadily, but without the real sense of urgency or purpose, which is present in most lessons. Occasionally, teachers do not apply the agreed rules for good class behaviour consistently and, as a result, some pupils do not give of their best all the time.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The National Curriculum is thoroughly addressed. The range of out of school activities for pupils is good.
Provision for pupils with special educational needs	Very good. A strength of the school. Support is very well matched to individual needs. Targets are clear and well set out.
Provision for pupils with English as an additional language	Good. Pupils are well supported by teachers and assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are good opportunities through assemblies and in lessons for pupils to be made aware of dimensions of life beyond their own experience. Pupils have good opportunities to learn about what is right and wrong and to take on some responsibilities. Pupils are made aware of their own and other cultures.
How well the school cares for its pupils	Arrangements for monitoring pupils' personal progress and welfare are good. Teachers know the pupils well. Arrangements for monitoring pupils' academic performance are now rigorous in English, mathematics and science but are under-developed in other subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the newly appointed headteacher and deputy headteacher, who have a clear vision for the future of the school. The staff, some of whom are newly appointed, have a positive attitude and are beginning to hold higher expectations for their pupils. Some co-ordinators have visited classes on a planned basis to look at the quality of teaching and learning. However, most co-ordinators have yet to have these opportunities. The school is beginning to address this issue.
How well the governors fulfil their responsibilities	The governing body provides an experienced and knowledgeable steer to the school. They discharge their statutory duties in full. Some, but not all governors, are regular visitors to the school and those who do visit play a full part in the school's life. Governors, particularly those with responsibilities relating to the school's finances, judge the success of their spending decisions carefully.
The school's evaluation of its performance	Procedures for monitoring pupils' progress in English, mathematics and science are now much more rigorous than they were. Teachers are committed to analysing where the school has strengths and areas for development. They are taking steps to build on these strengths and address weaknesses.
The strategic use of resources	Satisfactory. Overall there is at least an adequate range of resources for all subjects, some of which for example, English and information and communication technology are new. Resources are well used. Governors manage the school's finances carefully and have a strong commitment to provide best value in their decisions. The school is an attractive environment, which provides a stimulating setting for pupils to

	work enthusiastically.
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## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their child likes school.</li><li>• The quality of the teaching.</li><li>• The high expectations the school sets.</li><li>• The way the school helps their children to become mature.</li></ul>	<ul style="list-style-type: none"><li>• The amount of homework set.</li><li>• The range of activities outside lessons.</li></ul>

The inspection team agrees with the great majority of parents who have positive views of the school and the quality of education it provides. However, a significant minority expressed concerns about the range of activities outside lessons and the amount of homework that is set. The school provides a good range of out of school activities. There are well-established arrangements to set an appropriate amount of homework for pupils.

A meeting was held between the Registered Inspector and parents. Nineteen parents attended. They were generally happy with the current quality of education the school now gives.

## **PART B: COMMENTARY**

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

#### **The quality of teaching is consistently good.**

1. Across the school, in over three quarters of lessons seen, the quality of teaching is good or better. No unsatisfactory teaching was observed. In nearly one in five lessons teaching is very good or excellent. These are high figures bearing in mind that nearly half of the full-time teachers are recently appointed and some of these are just beginning their teaching careers.
2. The teaching of literacy is good. Teachers have a thorough understanding of how to teach reading and there is now a clear focus on teaching the National Literacy Strategy consistently across the school. The teaching of writing has been highlighted as an area for improvement and teachers now have high expectations for pupils in this. The National Numeracy Strategy is well-established and all pupils, including those with special educational needs, are supported well. Recent initiatives for teachers to analyse carefully the information the school has assembled from national and other tests about what pupils know and can do are helping to raise standards. Teachers now use this information to provide appropriate challenging targets for pupils to aim to achieve in the shorter term.
3. All teachers have high expectations of their pupils and plan carefully for them to learn effectively. They work closely with their assistants and other adults so that all pupils, including those with special educational needs, are supported and encouraged well. Pupils are successfully encouraged to find the lessons fun.
4. In the very best lessons the teachers cleverly draw on pupils' previous knowledge to enable them to build on what they have already learnt. They question purposefully to achieve this. Pupils are encouraged in a lively way to think things out for themselves and to think critically. The teachers explain in a lively way what pupils should aim to achieve in the time available. The teacher regularly reminds pupils of their objectives during the lesson. As a result, pupils work purposefully and wish to please their teachers. In return, the teachers provide warm praise and recognition of individual pupils' efforts and so spur them on to greater success.
5. Pupils work confidently and happily. They have very positive relationships with their teachers, for example, in an exhilarating lesson involving a visit at short notice from a mother and her young child to talk about "living and growing". During this lesson, pupils question maturely and discussed with the mother very sensibly about her feelings of motherhood. In another excellent lesson, the teacher very successfully created an atmosphere where pupils very readily identified with the plight of different characters in 'Treasure Island'. As a result of a very expressive and lively reading of the story, pupils were spellbound as the story unfolded.

#### **The provision for pupils considered to have some degree of special educational needs is very good.**

6. About an average proportion of pupils who attend the school are identified as having some degree of special educational needs. Of these an above average proportion of pupils have statements of special educational needs.

7. Teachers are quick to identify children under six years of age who may not be making progress in their education. These teachers provide specific help so that the children are able to work freely and happily with other children of this age. The special needs co-ordinator works regularly with teachers and parents to ensure that background information and the progress of these children is carefully collated, recorded and kept up to date.
8. From Year 1 to Year 6 the special educational needs co-ordinator continues to work closely with other teachers, support assistants and outside agencies; for example, by reviewing with teachers the progress made by individual pupils over short and longer periods of time. Individual educational programmes are detailed and provide clear guidance to teachers on how to address individual pupils' needs. These are used well. With the help of the teacher, the special educational needs co-ordinator meticulously identifies and highlights specific action to support pupils in their classes. Parents are appropriately involved and there is a strong sense of partnership between the school and the parents of pupils who are involved.
9. The special educational needs co-ordinator is now fully involved in the more critical and rigorous way the school is looking at the standards pupils achieve and is helping to interpret trends and areas of strengths and weakness. This is beginning to have a positive impact. For example, all pupils met or exceeded the reading and writing targets set for them in the end of Year 6 tests this year.
10. Classroom assistants and designated support assistants are deployed well and play a significant part in helping pupils with special educational needs make good progress. The positive working relationships which exist also extend to the full involvement of the governor for special educational needs. The special educational needs co-ordinator and governor for special educational needs collaborate well together, meeting regularly with parents on an informal and formal basis. They discuss parents' concerns and their reactions to the help the school is providing. The governing body is kept well informed of the overall progress made by these pupils and the longer term needs and financial costs involved. Funds and resources, which are appropriate in quality and quantity are very well used.

**Provision for children under six years of age is very good and these children make very good progress from a below average starting point.**

11. Currently 50 children attend the nursery on a part-time basis and there are 16 full-time children in the reception class. Children generally come to school with levels of basic skills, which in general are well below average. They make very good progress so that by the age of six, while some are not yet ready to begin the National Curriculum, many are. While pupils' physical development is at expected levels, some have difficulties with their communication and their use and understanding of language.
12. Children in the nursery and reception classes are taught well by experienced teachers and support assistants. The nursery teacher is newly appointed to the school and plans carefully with the reception teacher to provide a curriculum, which meets in full the needs of these pupils.
13. The quality of teaching for these children is consistently good. Teachers know their children well and have high expectations of how the children should play and learn together. They assess carefully individual children's skills and ensure that they are appropriately challenged. There are thorough procedures in place to record progress so that the curriculum is carefully organised to provide children with an appropriate level of

challenge. As a result, they are able to move on to the next small step in their learning easily.

14. The teachers organise the classrooms and outside play areas carefully to provide a stimulating world in which to promote children's imaginations, for example, when writing, 'party invitations'. The children use these resources confidently and cheerfully.
15. They are regularly encouraged to work independently and to be sensible and considerate to others. The areas set aside for children under six are very attractive and provide enough space for children's outdoor and indoor activities. Many displays of children's work reflect the high value adults place upon these efforts. Staff are determined to provide the best for their children, and do so very successfully.

## **WHAT COULD BE IMPROVED**

**The roles of some co-ordinators are not sufficiently well developed and most co-ordinators have limited impact on the quality of teaching and learning in their areas of responsibility.**

16. The roles and functions of subject co-ordinators was a key issue at the time of the last inspection. Since then, and particularly following the appointment of a new headteacher two years ago, improvements have been made. However, there is still much to do to ensure that all co-ordinators provide an effective steer to their subjects and discharge in full all the duties expected of them.
17. Since the last inspection the co-ordinators for literacy and numeracy have worked with other teachers to look at the success and difficulties experienced in introducing the strategies. They have provided appropriate help and encouragement. They have visited classes on a planned basis to look at the quality of teaching and learning going on. Recently, with the headteacher and other senior teachers, they have begun to analyse the information the school is assembling from the national tests and from other sources to identify strengths and areas of weakness in these subjects. The information is now being used with increasing effect to help raise standards further. For example, the mathematics co-ordinator has been very instrumental in carrying out a thorough audit of this information in order to provide short term and succinct targets for groups of pupils to work towards. Similarly, with the support of the headteacher, the literacy co-ordinator has reviewed the school's resources for the teaching of literacy and has enhanced their quality and quantity so that resources for the teaching of English are now good. There have also been effective initiatives, such as contacts with professional writers to enhance pupils' writing skills.
18. However, in part due to changes in the teaching staff and because the school has given priority recently to addressing other issues, few other co-ordinators have had opportunities on a planned basis to evaluate the success of teaching and learning at first hand across the school. There is still much for most co-ordinators to do in subjects other than English and mathematics, for example, by agreeing with teachers the standards pupils should aim to achieve year on year.
19. While a start has been made in literacy and numeracy to celebrate and share good teaching and learning and subject expertise, some co-ordinators rightly feel that now they need to provide a positive lead to colleagues and to consolidate and build upon teachers' willingness to work effectively together.

**Arrangements to improve levels of attendance and the punctuality of some pupils are unsatisfactory.**

20. The attendance rate at the school in the last school year was very low compared with other schools. The rate of unauthorised absence at the school in the same year was above the national average. Some pupils are persistent latecomers.
21. The school is aware that attendance levels are unsatisfactory and that too many pupils arrive late. In an attempt to improve punctuality, the time of the school assembly has been changed so that teachers are more aware of those pupils who arrive late. The parents of pupils who persistently arrive late are now notified formally by letter and a 'late book' recording late arrivals to school is kept. The school has recently adopted a policy of contacting parents on the first date of an absence if parents fail to get in touch with the school themselves. However, at the time of the meeting between the registered inspector and parents, some parents present were unaware of this procedure.
22. Arrangements to promote good attendance and punctual arrival lack rigour and imagination. For example there are no procedures to recognise and reward good attendance or punctuality.
23. Parents are not aware of their own responsibilities for example when they take holidays in term time. Too many parents do not live up to their undertaking made in the school agreement about attendance and punctuality.

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

24. The governing body, headteacher and staff should:
  - (1) Extend the roles of all subject co-ordinators to enable them to provide an effective lead to teachers and to raise standards further. (Paragraphs 16, 18, 19)
  - (2) Improve levels of pupils' attendance and punctuality. (Paragraphs 20, 21, 22, 23)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	50

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	1	12	5	0	0	0
Percentage	10	5	60	25	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	190.5
Number of full-time pupils known to be eligible for free school meals	-	55

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	3	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	57

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	6.2

#### Unauthorised absence

	%
School data	1.4

National comparative data	5.4
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National comparative data	0.5
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*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
	2002	13	14	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	13	13	13
	Total	21	21	22
Percentage of pupils at NC level 2 or above	School	78	78	81
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	10
	Girls	13	13	14
	Total	21	2	24
Percentage of pupils at NC level 2 or above	School	78	81	89
	National	85 (85)	89 (89)	89 (89)

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
	2002	20	9	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	18
	Girls	7	3	8
	Total	24	18	26
Percentage of pupils at NC level 4 or above	School	83	64	90
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	6	18
	Girls	7	18	9
	Total	24	24	27
Percentage of pupils at NC level 4 or above	School	83	83	93
	National	73 (72)	74 (74)	82 (82)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	1
Black – other	1
Indian	4
Pakistani	0
Bangladeshi	5
Chinese	1
White	136
Any other minority ethnic group	38

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

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	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 – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	18:1
Average class size	25

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

Total number of education support staff	7
Total aggregate hours worked per week	89.75

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26:1
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	13:1

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001
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	£
Total income	604,883.20
Total expenditure	618,540.77
Expenditure per pupil	2,773.73
Balance brought forward from previous year	50,667.44
Balance carried forward to next year	37,010.37

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.3
Number of teachers appointed to the school during the last two years	4.3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

### **Results of the survey of parents and carers**

#### **Questionnaire return rate**

Number of questionnaires sent out	216
Number of questionnaires returned	76

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	1	0	1
My child is making good progress in school.	46	42	5	0	7
Behaviour in the school is good.	45	45	7	1	3
My child gets the right amount of work to do at home.	38	39	16	0	7
The teaching is good.	51	47	1	0	0
I am kept well informed about how my child is getting on.	41	50	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	33	7	1	3
The school expects my child to work hard and achieve his or her best.	54	42	1	0	3
The school works closely with parents.	46	42	8	0	4
The school is well led and managed.	47	36	9	5	3
The school is helping my child become mature and responsible.	53	42	3	0	3
The school provides an interesting range of activities outside lessons.	30	42	11	5	12