

# INSPECTION REPORT

**HAMPDEN GURNEY C of E PRIMARY SCHOOL**

London

LEA area: Westminster

Unique reference number: 101123

Headteacher: Mrs. Evelyn Chua

Reporting inspector: Miss Cheryl Thompson  
22822

Dates of inspection: 26<sup>th</sup> - 28<sup>th</sup> June 2000

Inspection number: 188589  
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: 4 to 11

Gender of pupils: Mixed

School address: Harrowby Street  
London

Postcode: W1H 5AL

Telephone number: 020 7641 4195

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Appropriate authority: The Governing Body

Name of chair of governors: Father Michael Burgess

Date of previous inspection: 24<sup>th</sup> – 26<sup>th</sup> June 1996

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

### **INFORMATION ABOUT THE SCHOOL**

Hampden Gurney is a Church of England Voluntary Aided school situated in the heart of the West End of London. It draws its pupils from the metropolitan area with several parents who live out of the school's catchment area choosing to send their children to the school. There are 160 girls and boys aged between five and eleven on roll, which is smaller than the average primary school. During the inspection, there were two children under five attending full time in the reception class. Seventy eight pupils (49 per cent) are eligible for free school meals, which is more than twice the national average of 20 per cent. Twenty eight pupils are on the school's register of special educational needs; this is lower than average although the number of pupils with statements is about twice the national average. Just over half the pupils have English as an additional language, with many children starting school with little or no spoken English. Several pupils (16 per cent) join and leave the school at different stages of their education, many of whom also starting at the school with little or no English. When children are five, attainment is wide ranging but generally above average, although literacy skills of those with English as an additional language, are, understandably, below the level expected. Religious education and collective worship are reported on in a separate report. The school is at an exciting stage in its long history; the present school building is to be demolished and a new, futuristic school built on the site to be completed by 2002.

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

This is a very effective school which provides good value for money. The leadership and management by the headteacher and senior management team are very good. Together the whole staff work very hard, provide good teaching and are most successful in meeting the aim of the school's Mission Statement – '...to provide a stimulating, challenging learning environment underpinned by the Christian ethos to all pupils of the school'. When compared with all schools, standards are well above average and when compared with similar schools<sup>1</sup>, standards are among the highest five per cent in the country. Pupils enjoy coming to school, behave very well and have very positive attitudes towards their work.

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

- The school ensures pupils achieve high standards in English, mathematics and science, which, together with the very good working partnership with a local secondary school, prepares them very well for their secondary education.
- Relationships are very good; the strong Christian ethos is clearly evident and underpins all the work of the school.
- Teaching is good overall with particular strengths in the teaching for reception pupils which gives them a very good start to their education; very good teaching for higher attaining pupils and pupils with special needs makes sure they all achieve to the best of their ability.
- Leadership and management of the school are very good and provide a clear educational direction to the life and work of the school.

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<sup>1</sup> 'Similar' schools are those with similar proportions of pupils known to be eligible for free school meals.

### What could be improved

- Many pupils are underachieving in information technology because there are not enough computers in the school.
- In general, the school's stock of reading material is insufficient, well worn and not up-to-date.
- Registers are not marked at the beginning of sessions, fire alarms are not tested often enough, fire drills are not recorded.
- Classroom assistants are not always deployed to best advantage.

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

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

Very good improvement has been made since the last inspection in June, 1996. These improvements have significantly improved the quality of education the school provides and are a tribute to the very good leadership and vision of the headteacher and the hard work of the senior management team. High standards for eleven year olds have been sustained; standards achieved by seven year olds have improved year on year and are now well above the national average in writing and mathematics and in line with the national average for reading. All the key issues raised by the last inspection have been dealt with most effectively, especially the improvement in attendance. The headteacher takes a very firm stand on the ever present difficulty with attendance; she has implemented a system for checking on attendance, follows up all absences and makes parents accountable.

### STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A*	A*	A	A*	well above average    A above average        B average                 C below average         D well below average    E
mathematics	A	A	A	A*	
science	B	A*	C	A	

This is an impressive set of results, showing sustained high standards. These standards are particularly notable given that over half of the pupils in the school have English as an additional language; many start school at five knowing little English and a few older pupils join the school with no English. Compared to similar schools, its performance is among the highest five per cent of schools nationally. Standards for seven year olds have improved year on year and are now well above the national average in writing and mathematics and in line for reading; compared with similar schools, results for seven year olds are also among the highest five per cent nationally for mathematics and writing. The school sets very challenging targets for high achievement in National Curriculum tests based on a thorough knowledge of all its pupils; these targets have been met. Inspection evidence confirms the high standards. At age five, many pupils exceed the standards expected for their age; literacy skills progress very well, although some pupils who start with no English, understandably, do not achieve the expected standards. Standards achieved in information technology, though in line with those expected, are not as high as they could be because pupils do not have enough opportunities to practise and improve their skills as the school

does not have enough computers.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' very positive attitudes to school contribute significantly to the standards they achieve. They have a very businesslike approach and expect to work hard.
Behaviour, in and out of classrooms	Behaviour is very good both in and around the school. Pupils are well mannered, helpful and kind. There has been one permanent exclusion in the past year.
Personal development and relationships	The strong Christian ethos underpins the very good personal development and relationships within the school.
Attendance	Poor and very low when set against national comparative data for 1998/9. However, figures for the current year indicate that attendance is in line with the national average for last year. The headteacher has worked very hard to impress upon parents the importance of their child's regular attendance. There is still a minority of parents who take extended holidays during school time and this accounts for a great deal of the unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very 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.*

Overall, teaching is good. Ninety six per cent of teaching is satisfactory or better. Two thirds of the teaching observed was good or better; one quarter was very good. One lesson accounted for the four per cent of unsatisfactory teaching. In this lesson, uncharacteristically, pupils were not given a clear understanding of the work to be achieved in a set time. There are two notable strengths in the teaching; firstly, the challenging target setting for individuals and groups of pupils founded on the schools very good assessment system and, secondly, the very high expectations set for all pupils to achieve their best. The school is most successful in meeting the needs of all its pupils; very good teaching is provided for pupils with special needs either in small teaching groups away from the class or in class. This teaching ensures that individual pupils are taught the skills they need to learn and make progress. Higher attaining pupils and pupils for whom English is an additional language are also taught in small groups ensuring individual attention, very good learning and interesting and challenging extension work for higher attaining pupils. Very good teaching for the reception class pupils gives them a very good start; basic literacy and numeracy skills are taught very well with many opportunities for pupils to practise these skills in meaningful and enjoyable activities. Throughout the school, literacy and numeracy are taught well and in Year 6 enhanced by a joint team teaching venture involving local secondary school teachers. This venture has been extremely successful in terms of pupils' learning and their very positive attitude to the next stage of their education. Teaching in information technology is satisfactory but constrained by the low number of computers for pupils to use. Pupils learn very well when they have the opportunity to use a computer. In



subjects other than English and mathematics, teachers are not always planning their lessons according to the results of the previous lesson. In a few cases this results in a slower rate of progress than is usual.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good with additional enhancement through the teaching of French and Spanish, visits, visitors and the strong partnership with the local secondary school.
Provision for pupils with special educational needs	Very good. Pupils receive very good support in class and within small groups.
Provision for pupils with English as an additional language	The whole school community supports these pupils. Very good provision ensures pupils make very good progress and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The strong Christian ethos in the school underpins the school's very good provision. The school makes very good use of the cultural heritage of staff and pupils.
How well the school cares for its pupils	The procedures for Child Protection are very good. The school's systems for tracking pupils' progress and setting targets for improvement are very good. Not enough attention is given to regular checking of health and safety measures.
How well the school works with parents	Parents' involvement with homework is very beneficial to the high standards achieved in the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. There is a consensus and clarity of vision which is shared by the senior management team; they work very well together to achieve the school's aims and are committed to sustaining the high standards achieved in the school. Management is very good. There is a strong culture of self evaluation which informs the strategic planning for the school.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities satisfactorily and have a strong commitment to sustaining the school's ethos and high standards.
The school's evaluation of its performance	The school makes very good analyses of National Curriculum test results, baseline profile information and other standardised testing. The outcomes of these analyses are used to set ambitious targets for individuals and groups of pupils.
The strategic use of resources	The school makes very good use of all the funding it receives. The headteacher, senior management team and governors ensure that the finances allocated to the school are spent appropriately.

## 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>• The high standards achieved in the school.</li><li>• The strong Christian ethos and caring environment of the school.</li><li>• Teachers are always approachable.</li><li>• The strong leadership by the headteacher.</li><li>• Pupils' behaviour is good.</li></ul>	<ul style="list-style-type: none"><li>• The range of extra-curricular activities.</li><li>• A few parents felt they would like more information about how their child is getting on.</li><li>• Homework – a few parents thought there is too much and a few thought there is not enough.</li></ul>

Inspectors entirely agree with parents' favourable comments. They are rightly proud of their school. The school recognises the need to provide more extra-curricular activities, especially music, and already has some lunch time clubs in operation. Whilst the new school building work is being carried out it will be difficult to provide extra outdoor activities. The school provides enough information for parents and makes itself available to parents. Homework is very beneficial, helps pupils to develop good work habits and prepares them well for their secondary education.

## **PART B: COMMENTARY**

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

**The school ensures pupils achieve high standards in English, mathematics and science, which, together with the very good working partnership with a local secondary school, prepares them very well for their secondary education.**

1. Parents have very high expectations of the school. The headteacher, senior management team, staff and governors are keenly aware of their responsibilities and are committed to providing opportunities for all pupils to reach the highest standards. The senior management team take responsibility for English, mathematics and science. They have very good systems in place where they check very regularly, and in all classes, the quality and quantity of pupils' work, and the teaching of these subjects. These regular checks are very effective in maintaining high standards in spite of considerable staff changes. The school has very good systems for tracking pupils' progress; results of the baseline assessment completed when pupils start school are used to set ambitious targets for pupils to achieve when they are seven and eleven. A range of tests are used efficiently to track the progress towards meeting these targets as pupils move through the school. Inspection evidence shows that by age seven, the proportion of pupils achieving the expected standards in reading and writing is similar to the national average for 1999 although more than the average number of pupils are achieving the higher Level 3. In mathematics and science, very nearly all pupils are achieving the expected standards with a high proportion achieving the higher Level 3. At age eleven, the proportion of pupils achieving the expected or higher standards in English, mathematics and science is very high, especially in mathematics where over half the pupils are achieving the higher Level 5.

2. Early literacy skills are taught very well and provide pupils with very good foundations for learning. Pupils for whom English is an additional language are expertly supported by good assessment of their needs, good teaching and the school community. They make very good progress in learning and using English. Particularly good progress is made in mathematics because mathematical vocabulary is taught well and pupils given many opportunities to use and apply this in their work. As all pupils move through the school, they make very good progress in their learning. Very good monitoring by the senior management team ensures that the structure and content of the National Literacy and Numeracy Strategies are taught well so that pupils build on what they have learned previously. Very good teaching for pupils with special educational needs founded on good assessment of their specific difficulties, helps them achieve their best. Very good teaching for higher attaining pupils, either in small groups or by teaching them with the year group ahead of them, ensures plenty of challenge in their work and they learn at faster rate. Science is taught well throughout the school with careful attention paid to developing pupils' understanding of correct terminology. Appropriate emphasis is given to allowing pupils opportunities for investigative work which they obviously enjoy and write good accounts of their findings. The school has identified areas for improvement within the science curriculum, for example, teachers' subject knowledge and resources; accordingly, it has revised the scheme of work which will be in operation from September, 2000.

3. Two initiatives, begun in September, 1999, have had a strong impact on the standards achieved in the school, particularly by Year 6 pupils. Together with the Local Education Authority, the school is working to improve and raise the achievements of 'more able/gifted pupils'. The school employs a teacher full time to support the 'more able' pupils throughout the school either within the class or in small group sessions away from their

classroom. Close liaison with the class teachers ensures that pupils have similar content to their lessons but at an extended level. This venture is most successful, not only in raising standards further but also in harnessing the pupils' enthusiasm for taking their learning further. The second initiative, the Partnership School Project with St Marylebone Secondary Girls' School, was initiated to raise pupils' achievements and share knowledge and expertise between the secondary and primary teachers. In both these areas, great strides have been made. Year 6 pupils have been taught by secondary teachers for mathematics, science, English, drama and information technology. The class teacher and secondary teacher plan and work together as a team to teach the whole class. In these lessons, pupils have benefited from the subject expertise of the secondary teachers, especially in science, and even higher standards have been achieved this year in National Curriculum tests. Pupils visit and use the secondary school's science laboratory once every half term and are able to conduct sophisticated experiments in ideal conditions. Years 4, 5 and 6 visit the secondary school once per week to use the computer suite; this has a very beneficial effect within the lesson. Year 6 pupils are well prepared for their move to a secondary school. Both primary and secondary teachers are very enthusiastic about the project and have benefited from the Partnership. Primary teachers have improved their subject knowledge further and secondary teachers have a better understanding of the potential of the Year 6 pupils and have already modified and raised the level of their scheme of work for Year 7 pupils.

**Relationships are very good; the strong Christian ethos is clearly evident and underpins all the work of the school.**

4. The headteacher, staff and governors work hard together to promote the strong Christian ethos which underpins all the work of the school. Collective worship and the Thursday Mass are a focal point of the day where very good opportunities are taken to enhance pupils' spiritual, moral, social and cultural development. Relationships between the pupils themselves and between teachers and pupils are very good and demonstrate the care and respect that all within the school have for one another. Pupils develop very good social skills and are confident and well mannered in their approach to visitors. Pupils feel safe and secure in school and know that their ideas and contributions to discussions will be respected, therefore class discussions are lively and amicable. Parents value the strong ethos of the school.

**Teaching is good overall with particular strengths in the teaching for reception pupils which gives them a very good start to their education; very good teaching for higher attaining pupils and pupils with special needs makes sure they all achieve to the best of their ability.**

5. The teachers' strong team spirit and commitment towards meeting the school's aims are obvious in their work and relationships with one another and the pupils. The school is fortunate to have a group of enthusiastic young teachers from different parts of the world who make excellent use their cultural heritage to widen pupils' understanding of other cultures and countries. Many of the teachers start their careers in this country without knowledge of the National Literacy and Numeracy Strategies; however, the headteacher and senior management team have excellent systems in place to ensure that these teachers are well supported, receive training and develop a good understanding of the Strategies and can implement them in their teaching. The very good systems run by the headteacher and senior management team ensure that teachers' planning is good and that this planning is successfully put into practice. All teachers set high expectations for pupils to apply themselves to their work, achieve their best and behave well. Lessons are conducted at a brisk pace so that no time is wasted. The very good liaison between the

special needs co-ordinator, the teacher for pupils for whom English is an additional language and the 'more able' teacher ensures that all involved with these pupils are clear about what they are doing, no time is wasted and pupils benefit fully from the extra support.

6. During inspection, due to unforeseen circumstances the Reception class teacher was absent. However, scrutiny of the pupils' work and working alongside them in their class indicates that teaching for these pupils is very good. Early literacy and numeracy skills are taught expertly; pupils soon become independent in their attempts at writing and reading. They count accurately up to at least 20 and higher attaining pupils have a good understanding of commutativity in addition; for example,  $6 + 4 = 4 + 6$ . High expectations are set and pupils moved on well in their learning. Parents are encouraged to be involved in their child's learning; homework in the form of hearing reading and helping to learn spellings has a significant impact on the standards pupils achieve.

7. The deputy headteacher also takes the role of the special educational needs co-ordinator. In this role, she liaises with outside agencies such as the educational psychologist, to assess pupils' specific difficulties and provide appropriate education plans. These plans are clear and have suitable and measurable targets for improvement. All statutory requirements are met for the annual reviews for pupils with statements of special educational need. The special educational needs co-ordinator provides very good teaching for pupils either within their classes or in withdrawn groups. The activities provided for pupils address their specific difficulties and help them make very good progress; they have good self esteem and are keen to learn. The school has a positive inclusion policy and provides very well for pupils with disabilities. Parents of pupils with special educational needs are very pleased with the school's provision.

8. Parents are also very pleased with the school's provision for its higher attaining pupils. Teaching for these pupils is always at least good and often very good. The full time teacher appointed to support higher attaining pupils is keen to develop her knowledge in this area and has already attended training courses and is to attend more in the next term. Pupils' knowledge is extended in different ways; for example, if pupils show a particular talent for mathematics and/or English, then they join the Year group ahead of them for mathematics/English lessons. Younger pupils are sometimes withdrawn for extra extension work or work with the 'more able' teacher within their class. The work pupils complete in these sessions indicates that pupils achieve high standards for their age. Lesson observations show that pupils clearly enjoy and thrive on the opportunities and teaching provided and rise to the high expectations set for them. Very good liaison between all teachers ensures that these systems work very well. Pupils' progress is carefully checked every half term to make sure that the extra support is appropriate and that pupils are achieving as they should.

**Leadership and management of the school are very good and provide a clear educational direction to the life and work of the school.**

9. On her appointment in September, 1997, the headteacher undertook the task of formulating the school's mission statement and aims. These aims underpin all the work of the school. The headteacher's vision of a 'Happy, high achieving and successful school meeting the needs of all individuals underpinned by a strong Christian ethos' is met most successfully. The headteacher provides strong and determined leadership for a hardworking team of teachers. Delegation is very good with clear lines of communication between all

staff and the senior management team. There is a consensus and clarity of vision shared among the senior management team; they are always seeking to do better.

10. The work of the school is thoroughly evaluated. Even though standards are high, there is no complacency. The head and deputy have very good systems for checking on the work of the school. Planning is checked weekly by the headteacher and teachers receive written comments; if areas are identified for improvement, the headteacher checks up on them. Pupils' work is checked each half-term by taking in samples from each class. The work samples are checked to see if it matches teachers' planning and if the work is to the best of the pupils' abilities. The headteacher has a regular teaching timetable so has a good overview what goes on in all classes. Between them, the head and deputy formally observe all teachers teaching either English, mathematics or science at least once per term. The outcomes of the observations and the checks on pupils' work are shared with the classteachers in order to improve on the already good practice. All these methods of checking on the work of the school are very successful in maintaining the high standards in spite of a high turnover of staff. National Curriculum test results, school performance data supplied by the government, baseline profiles and other tests results are all reviewed by the senior management team. In their quest to improve, the information gained from these reviews are used to set challenging targets for individual and groups of pupils. In some cases, the information is used to change and improve the way the way some subjects are taught.

11. The headteacher provides clear guidance for the governing body. They have a good understanding of their role in providing a strategic view of where their school is heading and a strong commitment to sustaining the high standards achieved in the school. The school development plan is thorough; areas for improvement are prioritised, have success criteria and appropriate time scales. The headteacher has a very effective system for keeping track of the progress in the various areas.

12. In their replies to the questionnaire and in meetings with inspectors, parents wholeheartedly support the headteacher. They are very pleased with all the initiatives she has introduced and the changes she has made since her appointment.

## **WHAT COULD BE IMPROVED**

**Many pupils are underachieving in information technology because there are not enough computers in the school.**

13. Pupils are achieving the standards expected for their age but many pupils are clearly capable of achieving more. Teaching is at least satisfactory and for the older pupils it is very good when they have the opportunity to use the computer suite at the local secondary school. The main reason for underachievement is that there are not enough computers for pupils to use and practise newly acquired skills.

**In general, the school's stock of reading material is insufficient, well worn and not up-to-date.**

14. Throughout the school and particularly for younger pupils, class book areas are either non-existent or are not providing opportunities to browse through interesting and lively reading material in order to promote a love of literature and extend reading skills. The exception to this is Year 3, where the teacher has created a small book area where pupils enjoy sharing books; however, even in this area there is a shortage of up-to-date fiction and non-fiction. Some of the school's reading scheme material is out-dated and bears no

relation to the world the pupils live in. The stock of large text books (big books) is unsatisfactory, especially for the younger pupils.

**Registers are not marked at the beginning of sessions, fire alarms are not tested often enough, fire drills are not recorded.**

15. Registers are not taken at the beginning of school sessions (as stated in the school's attendance policy), therefore, there is a risk that the school is not aware of how many pupils it has in school in the case of a fire. The fire alarms are tested each half-term, not weekly. Fire drills are carried out but the school is not keeping a record of this. No risk assessment has been undertaken, although the school has taken and acted on advice from health and safety experts in relation to the issues associated with accommodating the school in temporary buildings whilst the new school is built.

**Classroom assistants are not always deployed to best advantage.**

16. In some lessons, classroom assistants are not fully employed; for example, during the teacher's introduction to the lesson. The school has a good system for teachers and classroom assistants to record what they want done or what has been achieved but at present this is not working as well as it could. The school has recognised this as an area for improvement.

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

17. In order to improve further the governors, headteacher and senior management should:

- (1) provide more computers for pupils to use;
- (2) improve the quantity and quality of reading material in the school, especially for the younger pupils;
- (3) implement the school's policy for attendance, record fire drills, test fire alarms weekly;
- (4) check, more rigorously, that there are clear guidelines for classroom assistants so that their time is not wasted.

## PART C: SCHOOL DATA AND INDICATORS

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

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

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	43	29	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	160
Number of full-time pupils eligible for free school meals	78

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
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	83

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	8.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.4
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	13	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	10	13	11
	Total	22	25	21
Percentage of pupils at NC level 2 or above	School	88 (74)	100 (83)	92 (91)
	National	82 (77)	83 (98)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	11	13	11
	Total	23	25	23
Percentage of pupils at NC level 2 or above	School	92 (78)	100 (83)	92 (91)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	13	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	11	10	11
	Total	20	19	22
Percentage of pupils at NC level 4 or above	School	83 (96)	83 (79)	92 (96)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	11	10	11
	Total	20	19	22
Percentage of pupils at NC level 4 or above	School	83 (79)	79 (79)	92(92)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	18
Black – other	31
Indian	6
Pakistani	2
Bangladeshi	1
Chinese	8
White	47
Any other minority ethnic group	32

*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	1
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 – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	16
Average class size	23

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

Total number of education support staff	7
Total aggregate hours worked per week	170

### ***Financial information***

Financial year	1999/2000
	£
Total income	448 215
Total expenditure	449 999
Expenditure per pupil	2 922
Balance brought forward from previous year	1 826
Balance carried forward to next year	42

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

### **Questionnaire return rate**

Number of questionnaires sent out	160
Number of questionnaires returned	66

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	3	0	0
My child is making good progress in school.	53	45	2	0	0
Behaviour in the school is good.	56	36	3	0	5
My child gets the right amount of work to do at home.	45	29	17	6	3
The teaching is good.	50	45	2	2	2
I am kept well informed about how my child is getting on.	36	42	17	3	2
I would feel comfortable about approaching the school with questions or a problem.	65	29	2	3	2
The school expects my child to work hard and achieve his or her best.	71	23	2	3	2
The school works closely with parents.	36	50	8	3	3
The school is well led and managed.	64	21	5	2	9
The school is helping my child become mature and responsible.	42	48	2	2	6
The school provides an interesting range of activities outside lessons.	30	29	23	9	9