

INSPECTION REPORT

EAST SHEEN PRIMARY SCHOOL

EAST SHEEN

LEA area: Richmond

Unique reference number: 102885

Headteacher: Mr D Ford

Reporting inspector: Jo Cheadle
23233

Dates of inspection: 19th – 20th January 2000

Inspection number: 190376

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Upper Richmond Road West London
Postcode:	SW14 8ED
Telephone number:	0181 876 7484
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Janet Dewhurst
Date of previous inspection:	November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

East Sheen Primary School is a two-form entry school situated on the borough boundary of Richmond and Wandsworth. The school admits pupils who come from a variety of cultural backgrounds and who have diverse religious beliefs. Pupils enter the school with a range of pre-school skills and knowledge, but their attainment on entry is judged to be average. There are 59 pupils identified as having special educational needs. Seven of these pupils have Statements of Special Educational Need. In addition to the normal intake of pupils at the beginning of the academic year in September, twenty-five pupils joined the school during the course of the 1998/9 academic year, the majority joining Key Stage 2 classes. Another 44 pupils left the school during the same year, many moving to private schools. This pattern of pupil mobility is a common feature of the school population that affects pupil numbers, particularly in Key Stage 2. At around 14 per cent, the proportion of pupils who are eligible for free school meals, is similar to the national average.

HOW GOOD THE SCHOOL IS

The school's overall effectiveness is very good. The school achieves high standards. A high proportion of pupils is keen to learn and behaviour is very good. The majority of teaching is good and much is very good; virtually all pupils make good progress. A very clear educational direction is shown through the work of the staff and governors, who constantly seek to make improvements in the school. Pupils are very well cared for and there are strong links with parents and carers. The school has made good improvement since its last inspection and offers good value for money.

What the school does well

- Pupils achieve good standards of work and high results in national tests.
- Pupils of all abilities make good progress during their time at the school.
- The overall quality of teaching is good.
- Pupils have very good attitudes to school and their work, and behave very well.
- Provision for pupils' personal, spiritual, social, moral and cultural development is good.
- The school provides a very broad and balanced curriculum and a very good range of extra-curricular activities.
- Pupils are well cared for and there are very good links between parents and the school.
- The school is very well led and managed, has a very positive ethos and relationships are very good.

What could be improved

- Good support is given to those pupils who have difficulty with reading and writing, but pupils who have difficulties in mathematics are not sufficiently supported.
- Where classroom assistants and voluntary helpers work with groups of pupils, class teachers need to ensure that they consistently keep an overview of their contribution to pupils' learning.
- In considering future changes to the school accommodation, priority should be given to increasing the size of teaching and learning areas for Year 6 pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection. National strategies for literacy and numeracy have been very effectively implemented. Governors and staff have acted upon the key areas for development, highlighted in the previous inspection report, and there are now policies and programmes of work for personal, social and health education and an agreed policy for sex education. The curriculum for religious education has been reviewed and improved and pupils now achieve appropriate standards in this subject. The curriculum and resources for science have also been reviewed and there is now a balanced approach to teaching scientific facts and knowledge alongside the development and application of scientific skills. Senior managers and governors have implemented strategies for monitoring by gender and social background the standards that pupils achieve. Analysis of pupils' results and the progress they make enables the school to work proactively. The school is a multi-faith school and the attributes of a variety of religious beliefs are highly valued. Although not broadly Christian in nature, the school's provision for the development of pupils' spirituality is now good, and there is a daily act of collective worship. Since the last inspection, the school has reviewed its provision for pupils with special educational needs, including the needs of higher attaining pupils. The provision for pupils with special educational needs is now good.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	A	A	A*	<i>Excellent</i> A*
mathematics	B	A	A	A	<i>Well above average</i> A
science	C	C	C	C	<i>Above average</i> B
					<i>Average</i> C
					<i>Below average</i> D
					<i>Well below average</i> E

Pupils achieve very good standards in speaking and listening and reading. Standards in mathematics are good; pupils have good recall of number facts and are confident in their use of number. Pupils have a confident approach to scientific investigation and a good understanding and knowledge of scientific facts.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to school; they are very interested and work hard.
Behaviour, in and out of classrooms	Pupils behave very well in class and around the school.
Personal development and relationships	Pupils develop independence and confidence. Relationships are very good.
Attendance	Pupils are keen to come to school and attendance levels are very good.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good throughout the school. Teaching is good in 49 per cent of lessons. Of the lessons observed in the inspection, it is very good in 30 per cent of lessons and, in 4 per cent of lessons, teaching is excellent. The overall quality of teaching is a strength of the school. Specialist teaching in music and physical education enables pupils to make very good progress and achieve high standards in their work. Teachers' understanding and use of the National Strategies for Literacy and Numeracy are very good. There is consistently good use made of assessment in lessons. Teachers continually check what pupils have understood and are ready to repeat to help understanding, or move forward and challenge thinking. Teachers introduce new topics clearly and explanations are precise and well made. Time in lessons is used effectively and the pace of lessons is brisk, which keeps pupils interested and attentive. Good attention is given to developing pupils' knowledge and use of vocabulary for specific purposes. Relationships between teachers and pupils are very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very broad and balanced, covers fully all National Curriculum subjects and gives good attention to developing pupils' basic skills. A good range of extra-curricular activities extends pupils' learning beyond lesson time.
Provision for pupils with special educational needs	The overall provision is good. Pupils receive valuable support in the classroom and in individual or group sessions. Individual education plans are generally well written and contain very specific targets for improvement.
Provision for pupils with English as an additional language	Pupils are well supported by class teachers, and the local authority provides additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is good. The school has very clear and consistent expectations about behaviour. Staff provide good role models to pupils through the respect and interest they have in others' values and beliefs. As a multi-faith school, pupils develop understanding and tolerance of each other's views and beliefs. The provision for social and personal development successfully encourages high self-esteem and confidence alongside a sense of fairness and equality.
How well the school cares for its pupils	Pupils are well cared for. The school is a safe and happy environment and pupils are confident to approach teachers and helpers with their concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and a clear education direction. The deputy headteacher provides good support for the headteacher, and is competent in her role as co-ordinator for special educational needs. The work of subject managers is very effective.
How well the governors fulfil their responsibilities	Governors are very knowledgeable, interested and involved in the school and fulfil their statutory responsibilities. The governors work in very close liaison with the school. They attend training sessions and make regular visits to the school. They effectively hold the school to account regarding standards and plan strategically to improve the overall provision and performance of the school.
The school's evaluation of its performance	The headteacher, staff and governors have effective systems for evaluating the school's work. They work closely with the local education authority to monitor performance data, in a variety of ways, in order to measure the progress of both individual and groups of pupils. The headteacher and deputy head teacher have carried out classroom observations to monitor teaching and learning. There is an organised programme of classroom observations to be carried out by subject co-ordinators, in order to share good practice and further improve teaching and learning.
The strategic use of resources	Staff and resources are effectively deployed. The school ensures that the principles of best value are applied and provides very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel the school encourages children to do their best and enables children of all abilities to make good progress. • They appreciate that staff are approachable and keep them well informed about their child's work and behaviour, and about how parents can help their children at home. • Parents feel the school encourages good behaviour and they agree with the values that the school promotes. • The school responds well to suggestions and complaints and works well with parents, keeping them well informed. • Parents say their children enjoy school. • The school enables their child to become mature and responsible. • The school is well managed. 	<ul style="list-style-type: none"> • Some parents feel that there is not enough time allocated for physical education.

Inspection findings support parents' positive views. In relation to physical education, the school has given good attention to maintaining the balance of the curriculum and pupils have good opportunities to participate in a wide range of physical activities. Very good use is made of local sports and athletics facilities. The school has only one large hall and therefore, on occasions when the weather is unsuitable for outdoor games, the hall may be unavailable as an alternative venue.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve good standards of work and high results in national tests.

1. In national tests at the age of 11, pupils have consistently achieved good standards over the past four years. In English and mathematics, more pupils achieved the expected Level 4 and higher Level 5 in 1999, than in other schools nationally. In science, while the proportion of pupils achieving the expected Level 4 was similar to other schools, the proportion achieving the higher Level 5 was above that found in schools nationally. In comparison with pupils from similar backgrounds, pupils aged 11 at East Sheen Primary do particularly well in English tests, very well in mathematics tests and achieve similar results in science tests.

2. Pupils achieve good standards of work in lessons. Pupils' speaking and listening skills are very well developed and standards of achievement in reading are high. Pupils' good literacy skills have a very positive impact on their work in all subjects of the curriculum. In writing, the majority of pupils achieve at the expected levels and many produce standards of work that exceed this. The development of writing skills is encouraged through very interesting cross-curricular links throughout subjects. Pupils use writing well as a tool to express their observations and predictions in science, to explain their understanding of historical facts and events, and to retell stories in religious education. They use skills of note taking, make précis, write drafts and proof read their work to improve the final version.

3. Pupils' number skills are well developed and they use number confidently and quickly. Pupils' competency in calculations is good, and the oral sessions in numeracy lessons are improving pupils' agility with numbers. These good numeracy skills contribute to pupils' learning across the curriculum. Standards in mathematics are high throughout the school.

4. Pupils' skills in scientific experiment and investigation are well developed. Teachers make good use of pupils' natural inquisitiveness and encourage them to predict and hypothesise, and to explain their reasoning. Many pupils have a very good basic understanding of scientific fact. For example, pupils in Year 2 explained in detail how sand is used to make glass and, in general conversation, pupils in Year 6 showed very good knowledge of how the heart is affected by exercise, and why smoking adversely affects health. They learn to measure results over long periods of time and take responsibility for collecting results and talking about findings. Pupils' work is appropriately presented, neat and well organised.

5. Standards of work in music and physical education are particular strengths of the school. Many pupils play musical instruments or sing in the school choir. Performances are of a very high standard. The school provides a good range of physical and sporting activities, both in lesson time, through after school clubs and in out-of-school competitions and galas. Standards achieved in gymnastics, swimming, athletics and team games are good. During the inspection, pupils in a Year 2 class were observed in a dance session. Their individual creativity, interpretation of the music and development of dance ideas was above expectations.

During their time at the school pupils of all abilities make good progress.

6. Attainment on entry to the school is average overall, although there is wide variation in pupils' skills and knowledge at their different starting points throughout the school. By the end of Key Stage 1, where the school's population is more permanent, the percentage of pupils achieving at or above the expected levels in mathematics and English tests is greater than in schools nationally. In comparison with pupils with similar backgrounds, pupils aged seven at East Sheen Primary score very high results in English and well above average results in mathematics and science, despite the wide variation in their knowledge and understanding when beginning the school.

7. Teachers throughout the school know their pupils very well and plan work that is very appropriate to their needs and which encourages good progress. The school works in close partnership with parents, so that work in school is reinforced through activities at home. Teachers foster good attitudes to learning, which encourage pupils' perseverance, interest, enjoyment and determination. These factors positively influence pupils' good progress.

8. The school responds effectively to the change in the school population, which is evident throughout Key Stage 2 in particular. Standards of pupils' attainment on entry to the school, at whatever age, are quickly assessed, and programmes of work for pupils with particular needs are rigorously implemented. The school's provision for pupils with special educational needs is good and effective use is made of withdrawal sessions to support groups and individuals. Pupils' achievements and progress are closely tracked. Good liaison is maintained with parents to ensure that difficulties are worked on in lessons and in homework tasks. Despite changes to the school population during Key Stage 2, and the arrival of more pupils with special education needs during the latter part of the key stage, eleven year old pupils achieve better results in English and mathematics than pupils with similar backgrounds in other schools. In addition, the school has a good reputation for its work with pupils from travelling families. It works closely with the local education authority to ensure that progress records follow these pupils to their new schools, and involves pupils and families during their stay in all aspects of school life.

9. Recent improvements to the school's analysis of performance data, including criteria of gender and social background, is already having a useful impact on the school's planning for long term development and improvement. Close analysis of the achievements of higher attaining girls in mathematics is now carried out in order to improve their rates of progress and to ensure that there is no significant difference between the number of girls and boys achieving at levels above the national expectation.

The overall quality of teaching is good.

10. Based on the lessons observed during the inspection, teaching throughout the school is of a consistently good standard. Teachers' subject knowledge is consistently good and they use a range of teaching skills to ensure that pupils keep on task, behave well and are interested in what they learn. Teachers make good use of questions to ensure that pupils have understood new ideas, and to challenge them in new areas of learning. Relationships in the classrooms are very positive. Teachers have high expectations of how pupils will work and behave. They establish good routines and systems that help pupils to meet these expectations and to work independently.

11. Teachers' good skills in teaching the basics of literacy and numeracy have a very positive impact on pupils' progress throughout their time at the school. The development and use of vocabulary is particularly well managed in many lessons. Teachers consistently use specific language and are insistent that pupils do likewise. Teachers competently reinforce pupils' number skills and provide ample challenge to extend individuals' learning, including the most able pupils.

The school provides a very broad and balanced curriculum and a very good range of extra-curricular activities.

12. The school has successfully maintained a broad and balanced curriculum since the last inspection. There has been a sensible and appropriate approach when implementing national strategies in order to ensure that the school's curriculum is always specific to the needs of its pupils, and is challenging, interesting and enjoyable. The curriculum encourages very good development of pupils' academic, creative, social and personal skills by providing very relevant themes, running through a variety of subjects that enthuse and motivate pupils. Every effort is made to ensure that all subjects of the curriculum are given sufficient time and the school does this successfully. There is an extensive range of lunchtime and after school clubs that further develop pupils' skills and interests and have a positive impact on their learning.

Pupils have very good attitudes to school and their work and behave very well.

13. Parents state that their children are keen to come to school, and this is evident in their very positive attitudes in lessons and around the school. Behaviour is very good and pupils are polite, friendly and respectful. They show very good skills in working collaboratively and co-operatively. Their levels of maturity grow quickly in response to opportunities to be independent in their work, and pupils use their own or group initiative. Pupils at East Sheen Primary enjoy learning and this encourages a very productive working environment.

14. Pupils are very involved in the daily routines of the school, but can also recognise when things need to be attended to without adult intervention, such as tidying a corridor cloakroom area to avoid clothes being damaged or lost. In lessons, pupils help each other and suggest ways to improve work. They willingly take on responsibility in the classroom and around the school, enjoying the roles of class monitors or school house captains. Pupils' confidence develops to a high level as they progress through the school. They are taught to believe in themselves, and to value and respect others.

The provision for pupils' personal, spiritual, social, moral and cultural development is good.

15. Pupils' very positive attitudes and mature and confident behaviour are well supported by the school's provision for personal, spiritual, social and cultural development. The school encourages independence and an acceptance of responsibility as part of a progressive programme of personal development. Pupils learn to think for themselves, understand the importance of learning, and behave well, not only because it is expected of them. The school's multi-faith approach is based on clear values of respect, tolerance and interest in each other. Cultures and beliefs are shared and enjoyed. There is a harmonious school ethos. Through assemblies, in general class discussions, and in many lessons, pupils learn to appreciate the spiritual aspects of their work and develop an appreciation of beauty in its many forms.

Pupils are well cared for and there are very good links between parents and the school.

16. The school works hard to build and maintain strong links with parents, and recognises the essential part that parents play in their children's education. There is a clear understanding that parents have different interests and offer a range of varying skills and knowledge to support the work of the school. The staff and governors are keen to involve all parents, and work hard to make parents feel valued and involved. In turn, a very high proportion of parents feel that they are made welcome in the school, and that their complaints and suggestions are listened to and acted upon. This view was supported by parents at the meeting before the inspection, and in discussions between parents and inspectors during the course of the inspection. Parents offer valuable support in lesson times, on outings and during residential visits. They are keen to share homework tasks with their children

17. The school communicates with parents very well. Information regarding curriculum issues is regularly available. Parents are kept informed of school events and the majority of parents are happy with the information they receive about their children and of their achievements. Some would value more individual and personal comments on end-of-year reports. Many parents are very appreciative of the support and advice available for children with special educational needs. They recognise that pupils are well cared for and that the school is a safe and happy environment.

The school is very well led and managed, has a very positive ethos and the quality of relationships is very good.

18. Governors and all staff share a very clear educational vision for the school that is well supported by parents. The headteacher knows his school very well and makes every effort to build and support good relationships within and beyond the school. His personal enthusiasm, belief in the quality of the teaching staff, respect for the commitment of governors and parents, and high expectations of all pupils play an important part in the establishment of a very positive school ethos. He is well supported by the deputy head teacher and a team of teaching and non-teaching colleagues who are well motivated, hardworking and self-critical. Governors take their roles and responsibilities very seriously, and support and challenge the school in appropriate measure, establishing whether decisions are cost effective. They work actively to maintain productive relationships with the local education authority and parents. Subject managers are very competent and capable. They keep abreast of national and local issues and work effectively to implement change that is wholly specific to the needs of the school. The school's very good ethos is built on very strong relationships, mutual respect and a commitment to continually improve.

WHAT COULD BE IMPROVED

The good provision to support pupils experiencing difficulty with reading and writing could be extended to support pupils who experience mathematical difficulties.

19. There are well established systems for supporting pupils with reading and writing difficulties, and there are plans to extend these methods to include mathematics. The school recognises that in some year groups, arrangements for grouping pupils in mathematics lessons according to their levels of attainment, allows for only two groups, and that the lowest attaining pupils need more specific support to improve their rates of progress. Currently, many individual education plans already include specific targets for mathematics and this is a positive feature. The school has appropriately identified the need to provide additional support for pupils experiencing specific difficulties with mathematics and should implement new arrangements accordingly.

Where classroom assistants and voluntary helpers work with groups of pupils, class teachers need to ensure that they consistently keep an overview of their contribution to pupils learning.

20. In general, teachers make good use of classroom assistants and voluntary helpers to provide additional support for small groups of pupils during lesson times. On a few occasions, however, pupils working with volunteer helpers and other assistants do not complete as much work, or achieve the best standards possible, as those pupils working with the class teacher. Teachers need to ensure that at all times work is effectively carried out, according to the class teacher's planning, so that pupils make equally good rates of progress during these sessions.

In considering future changes to the school accommodation, priority should be given to increasing the size of teaching and learning areas for Year 6 pupils.

21. Staff, parents and governors have previously highlighted difficulties with the size and layout of the school's accommodation. The inspection finds that the general accommodation is adequate for the delivery of the national curriculum, but that teaching and learning areas for Year 6 are small and better use could be made of the available space.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. Building on the school's many strengths, in order to make further improvements, the governors, headteacher and all staff should now seek to:

- Provide specific support for pupils experiencing difficulties with mathematics;
- Ensure that at all times classroom assistants and volunteer helpers effectively carry out work planned for small groups of pupils;
- Prioritise improvements for the Year 6 teaching and learning areas when considering general accommodation needs.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	30	49	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	423
Number of full-time pupils eligible for free school meals	46

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	30

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	44

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	25	36	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	25	24	25
	Girls	35	34	35
	Total	60	58	60
Percentage of pupils at NC Level 2 or above	School	98 (85)	95(85)	98(90)
	National	82(80)	83(86)	87(89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	24	25	24
	Girls	35	35	35
	Total	59	60	59
Percentage of pupils at NC Level 2 or above	School	97(90)	98(87)	97(100)
	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	33	22	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	27	28
	Girls	19	18	18
	Total	47	45	46
Percentage of pupils at NC level 4 or above	School	85(76)	82(70)	89(69)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	28	30
	Girls	20	16	17
	Total	49	44	47
Percentage of pupils at NC level 4 or above	School	89(82)	80(79)	85(81)
	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	5
Black – African heritage	4
Black – other	1
Indian	3
Pakistani	1
Bangladeshi	3
Chinese	0
White	299
Any other minority ethnic group	88

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR–Y6

Total number of qualified teachers (FTE)	17.9
Number of pupils per qualified teacher	21.2
Average class size	25.3

Education support staff: YR–Y6

Total number of education support staff	5
Total aggregate hours worked per week	97

Financial information

Financial year	1998/1999
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	£
Total income	739 580.00
Total expenditure	729 577.00
Expenditure per pupil	1 759.00
Balance brought forward from previous year	37 652.00
Balance carried forward to next year	47 656.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	353
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	1	0	0
My child is making good progress in school.	60	37	3	0	0
Behaviour in the school is good.	54	41	0	0	5
My child gets the right amount of work to do at home.	31	46	18	3	1
The teaching is good.	65	34	1	0	0
I am kept well informed about how my child is getting on.	46	42	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	29	4	0	0
The school expects my child to work hard and achieve his or her best.	51	41	5	3	0
The school works closely with parents.	54	41	5	0	0
The school is well led and managed.	63	34	3	0	0
The school is helping my child become mature and responsible.	54	44	3	0	0
The school provides an interesting range of activities outside lessons.	28	50	9	3	10