

ERRATUM

Please substitute the following pages:

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PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school and to their lessons. They come prepared to work and set to it with interest. This has a most positive effect on their progress.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. Pupils are polite and courteous in their dealings with adults.
Personal development and relationships	The quality of relationships in classrooms is outstanding. This contributes to an atmosphere of calm in most lessons, in which pupils work very well. They are independent and develop good learning habits from the very beginning, taking responsibility for their own learning.
Attendance	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	Very good

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

No unsatisfactory teaching was observed. Over two-thirds of lessons were good or better. In the school as a whole, the teaching in 14 per cent of lessons was very good; in Key Stage 2 this proportion was over a quarter. The lessons seen in English and mathematics varied in quality, but overall the teaching in both subjects was very good. However, the teaching of handwriting is inconsistent. The Result is that some pupils at the end of Key Stag 1 still print and do not form all letters correctly. In addition, some pupils continue to reverse numerals into the beginning of Key Stage 2, which can lead to confusion. Work in lessons was generally well matched to the needs of individuals, although the evidence from the analysis of completed work was less compelling. For example, in some classes all pupils appeared to have used identical worksheets regardless of their ability. The overwhelming strength in teaching is the quality of relationships. This has the effect that teachers' control of the class can be 'invisible', with the result that pupils are well motivated and learn very well. No significant weaknesses were observed in lessons.

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The school evaluates its own performance very effectively

1. The previous inspection report noted that the role of subject co-ordinators could usefully be developed further and that performance data should be used more purposefully. In

response, the school now has a well-developed system of monitoring its own performance. Curriculum co-ordinators have time allocated to allow them to monitor their subject through an analysis of planning and of pupils' work. They also have opportunities to enter classrooms and observe the teaching of their subject. Other monitoring of teaching is carried out by the headteacher and deputy headteacher, who also maintain an overview of the work of co-ordinators, negotiating targets for their subjects each term.

2. The school also has a clear early warning system which takes the form of meetings between senior managers and class teachers, to identify potential problems, either academic or pastoral, before they become serious. Informal action can be taken speedily. This contributes both to the calm atmosphere in the school and to parents' overwhelming approval of the school's response to problems relating to individual pupils.

3. The results of tests and assessments are stored electronically and are readily available. The school is currently changing the software to provide more varied and detailed analyses. The school recognised two years ago that pupils' performance in mental mathematics was not good enough, and it therefore focused attention upon this aspect of the work. The result was a significant improvement over already high standards in mathematics. Similarly, last year the focus was on aspects of English and this bore fruit in the 1999 National Curriculum tests, raising the school to a position in the top 5 per cent when compared to similar schools.

WHAT COULD BE IMPROVED

Presentation of work is not good enough

4. The analysis of completed work and observations of lessons clearly showed that there is no consistently applied policy about presentation of work. Written work was often slipshod and letters and numbers poorly formed. Expectations of presentation of pupils of the same age in different classes varied but were generally too low. This acceptance of slipshod and untidy work means that pupils are not always encouraged to take pride in their completed work.

5. Furthermore, there is a lack of consistent promotion of handwriting, despite the fact that lessons are given over to it. The effect is that too many Key Stage 1 pupils continue to print as they are not sufficiently encouraged to join their letters. Even in the later parts of Key Stage 2 some pupils continue to print – often very neatly – when they would normally be expected to use joined-up writing.

6. The reversal of letters and numbers is not consistently dealt with. For some younger pupils and those with a particular difficulty it may be appropriate to concentrate on the content produced rather than its presentation. However, pupils sometimes become confused if they are unable to read back their own writing accurately. This was the case in a Year 3

INSPECTION REPORT

HANOVER PRIMARY SCHOOL

Islington

LEA area: London Borough of Islington

Unique reference number: 100407

Headteacher: Mrs Cynthia Thumwood

Reporting inspector: Ian Knight
23031

Dates of inspection: 28th February – 1st March 2000

Inspection number: 190504

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:	Noel Road Islington London
Postcode:	N1 8BD
Telephone number:	0171 226 2401
Fax number:	0171 288 1700
Appropriate authority:	The Governing Body
Name of chair of governors:	Philip Obeney
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hanover Primary School is a large primary school, which is oversubscribed. There are 402 children on roll, aged from three to eleven, including a nursery class. The school caters for pupils from a variety of ethnic backgrounds. There is a high proportion of pupils who do not speak English as their first language. The number of pupils on the special needs register is broadly average, although the numbers with statements of special need are lower than average. Although there is a wide range of attainment on entry, it is broadly average overall.

HOW GOOD THE SCHOOL IS

The school is very effective in its work. Pupils enter with broadly average levels of attainment and leave at 11 with standards significantly better than the national average and than those in similar schools. This is achieved through good teaching and through relationships with pupils which are of a high order. The school is strongly led in most areas of its work. These high standards are achieved at a cost per pupil which is broadly average, with the result that the school offers good value for money.

WHAT THE SCHOOL DOES WELL

- Pupils make good progress in their time at the school, so that standards in the Key Stage 2 National Curriculum tests are high.
- Pupils have excellent attitudes to their work and are able to work independently very effectively as a result of good quality teaching.
- Care for pupils and the provision for social and moral development are very effective, and result in very good behaviour and outstanding relationships.
- The school evaluates its own performance very effectively.

WHAT COULD BE IMPROVED

- Presentation of work is not good enough.
- Some parents do not feel comfortable in their contacts with the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996, and it has made good progress in dealing with the weaknesses then identified. Results in National Curriculum tests have improved. Teaching remains of high quality. Most of the key issues have been addressed. Co-ordinators now have a clearer role in supporting and monitoring their subjects, and performance data is being used more purposefully in planning. There have been improvements in the administration of special educational needs, so that the overall provision is satisfactory. Parents' comments or complaints about the school are still not received positively, though parents do acknowledge that concerns over particular children are dealt with swiftly and effectively.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	B	A	A*
mathematics	A	A	A	A*
science	B	B	B	A

Key	
<i>excellent</i>	A*
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

A grade of A means that the school was in the top five percent nationally.*

Results at Key Stage 1 were about average in reading and significantly above average in mathematics. Results in writing were below average overall, and inspection evidence confirms that handwriting is not good enough. The recent trend is one of improvement, particularly at Key Stage 2, where monitoring has brought about focused work and improvement in English and mathematics. The school's targets, which it is on course to exceed, were set some two years ago and have not been amended since. An analysis of pupils' completed work indicates that standards are broadly as might be expected in Key Stage 1. In Key Stage 2, standards are above the expected levels. However, presentation is often slipshod and there are inconsistencies between classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school and to their lessons. They come prepared to work and set to it with interest. This has a most positive effect on their progress.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. Pupils are polite and courteous in their dealings with adults.
Personal development and relationships	The quality of relationships in classrooms is outstanding. This contributes to an atmosphere of calm in most lessons, in which pupils work very well. They are independent and develop good learning habits from the very beginning, taking responsibility for their own learning.
Attendance	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	Very good

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

No unsatisfactory teaching was observed. Over two-thirds of lessons were good or better. In the school as a whole, the teaching in 14 per cent of lessons was very good; in Key Stage 2 this proportion was over a quarter. The lessons seen in English and mathematics varied in quality, but overall the teaching in both subjects was very good. However, the teaching of handwriting is inconsistent. The result is that some pupils are prevented from gaining the higher levels in Key Stage 1, because they still print and do not form all letters correctly. In addition, some pupils continue to reverse numerals into the beginning of Key Stage 2, which can lead to confusion. Work in lessons was generally well matched to the needs of individuals, although the evidence from the analysis of completed work was less compelling. For example, in some classes all pupils appeared to have used identical worksheets regardless of their ability. The overwhelming strength in teaching is the quality of relationships. This has the effect that teachers' control of the class can be 'invisible', with the result that pupils are well motivated and learn very well. No significant weaknesses were observed in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a good range of learning opportunities and meets statutory requirements. Topic sessions which integrate several subjects are coherent and well organised, and cross-curricular links are made to good effect. English is promoted well through its use in other subjects. Information technology is used effectively.
Provision for pupils with special educational needs	Satisfactory provision. Individual education plans concentrate on language, contain targets for behaviour and other aspects, and are well constructed and regularly reviewed. Parents were concerned that the special needs co-ordinator is sometimes used to cover for absent colleagues, thus reducing the support for pupils with a special need. The team found this was the case.
Provision for pupils with English as an additional language	Sound provision for these pupils was observed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision, especially for social and moral development. There are well-planned opportunities for pupils to work co-operatively in pairs or groups. Class meetings and the school council provide opportunities for pupils to listen to and respond to others. Teachers present good role models of behaviour. Pupils know right from wrong and moderate their own behaviour accordingly. Western culture is well promoted, for example when the excellent chamber group plays in assemblies, and through art and history lessons. In assemblies and religious education lessons there are planned opportunities for pupils to reflect on their place in the wider world.
How well the school cares for its pupils	The school cares very well for its pupils. Good behaviour is promoted in lessons and good procedures exist for monitoring and encouraging good attendance. Good examples were seen of the use of ongoing assessment in lessons.

The school's arrangements for instrumental music tuition mean that pupils miss the same lessons every week at the same time, which causes significant disruption to learning in the subject thus affected. The school provides a wide variety of after-school clubs. Although free places are available, parents are invited to make a voluntary contribution if they wish their children to take part.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is strongly led. There is good delegation to the deputy headteacher. Curricular co-ordinators lead their subjects effectively.
How well the governors fulfil their responsibilities	The governing body has improved its contribution considerably and now acts effectively as a critical friend to the school, understanding its strengths and weaknesses well.
The school's evaluation of its performance	The monitoring of teaching and learning is well established, and the use of performance data is being used more purposefully to raise standards.
The strategic use of resources	Resources were used well in lessons.

Although the headteacher provides strong leadership and standards are rising, some staff and parents do not feel able to make constructive suggestions that might improve the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The caring ethos and relationships in classes. • The standards achieved. • The quality of teaching. • The child-centred approach and the effective response to queries about individual children. 	<ul style="list-style-type: none"> • The state of the Key Stage 1 boys' toilets. • The cleanliness in the playground and the school. • The way in which their queries are dealt with, other than those relating to individual children. • The use of the special educational needs co-ordinator to cover for absent colleagues instead of supporting individuals or small groups.

The team agreed with parents' positive views. The boys' toilets in Key Stage 1 are in need of refurbishment and the school has brought this to the attention of the local authority, who are pursuing it. The school was clean during the inspection. The team agreed that comments about the school as a whole were not always welcomed, and could be dealt with rather brusquely. The use of the special needs co-ordinator as cover is unsatisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress in their time at the school, with the result that standards in the Key Stage 2 National Curriculum tests are high

7. Baseline assessments of pupils on entry to the school, and inspection observations, show that although there is a wide range of attainment on entry to the school, overall it is about average. Pupils make good progress and learn well in the nursery and reception classes, which prepares them effectively for the beginning of the more formal teaching of the National Curriculum. Pupils continue to achieve appropriate levels at the end of Key Stage 1. During Key Stage 2, progress accelerates, so that by the end of Key Stage 2 standards in the National Curriculum tests are significantly better than might be expected from a group of pupils whose attainment on entry was average.

8. In the majority of lessons observed, pupils learned well; this was especially true at Key Stage 2. For example, in a mathematics lesson for Year 4, the class was learning about areas of simple shapes. The teacher used pupils' ideas about how to deal with parts of squares particularly well. The use of pupils' questions as a starting point and developing them into a whole class teaching point enhanced pupils' learning so that their knowledge and understanding of area had been considerably extended by the end of the lesson.

9. A feature of most lessons was the quality of relationships between pupils and with the adults in the classroom. This led to a relaxed working atmosphere. For example, in an English lesson for pupils in Years 2 and 3, the teacher's love of books and the quality of the relationships inspired the class. They made significant progress in understanding the range of literature available, as well as appreciating the choices expressed by others in the class discussion.

Pupils have excellent attitudes to their work at school and are able to work independently very effectively as a result of good quality teaching

10. In almost every lesson observed, pupils' positive attitudes contributed strongly to their learning and to the purposeful atmosphere. These positive attitudes permeate the whole school making movement through the corridors enjoyable and lunchtime a pleasant social occasion. Pupils have high levels of independence in their learning.

11. These attitudes and values are nurtured from the very beginning of a child's school career. The nursery children are confident and secure in their activities, and in their relationships with the adults present. They are encouraged to be polite to adults and to one another. Their good attitudes ensure that they settle down well to all activities, and produce good work. They concentrate well, and in this they are supported by well-timed changes of activity. For the youngest children, independent learning is well promoted through the routines in the nursery and reception class. For example, in the reception class, children understood that only six could play in the home corner; when a seventh arrived he counted the numbers inside and left to find another activity without being prompted. Later, a group played outdoors on a rug which featured a town map. When a boy asked the teacher if he might join them as he had finished his work she told him to check to see if there was room for him. He did so, concluded that there was not room, and sensibly found another activity.

12. Pupils retain good attitudes and levels of independence throughout Key Stages 1 and 2. For example, in a Year 2 music lesson pupils sorted themselves into working groups with little fuss, decided which percussion instruments they wanted to play, and then fetched them, including the appropriate beater. After some time practising as individuals, the groups became more coherent and worked together effectively as they began to compose their 'walking' music. All were proud of their performances by the end of the lesson. This success came about as the result of good teaching which accepted pupils' contributions and discreetly guided them, whilst allowing them to maintain their independence.

13. Very good teaching in a Key Stage 2 English lesson used a range of strategies to maintain pace and pupils' interest, and the result was a very successful lesson. These included challenging work, good relationships, and the effective use of praise for good behaviour. Independence in learning was also well promoted, through pupils assessing their own work by proof reading and comparing it with the lesson objectives. In another Key Stage 2 lesson, this time on religious education, pupils considered what positive action they could take and the likely consequences. They spent time discussing this question and then writing promises to themselves with little direct intervention from the teacher. When they shared their ideas the teacher skilfully took them a stage further, so that by the end of the lesson pupils had produced sensitive work which showed considerable depth of thought. For example, one girl promised herself not to be a 'spoilt brat' and eloquently explained how she felt as one fortunate enough to have lots of toys to herself.

Care for pupils and the provision for social and moral development are very effective resulting in very good behaviour and outstanding relationships

14. Pastoral care for pupils has a high profile in the school. The staff present good role models and promote moral development very well in a caring atmosphere. Lessons are organised so that pupils are expected to work co-operatively in pairs or groups. For example, in a lesson focusing on speaking and listening skills for pupils in Years 5 and 6 there was a very mature level of discussion. The pupils were considering issues for the school council, and they reflected well on the needs of others as well as on their own. This was evident in the way they listened very sensitively to the opinions of others. In addition, those offering opinions were able to back up their ideas with reasons. For example, they understood that if litter bins were provided for the upper playground they would also need to be emptied regularly because of the possibility of flies or the spread of disease.

15. Pupils help to make lunchtimes in the hall a pleasant social occasion. They are self-sufficient and talk to adults and to each other in an extremely sensible and friendly manner. The whole has the atmosphere of a family gathering.

16. The school's understated, but very high, expectations of behaviour rub off on the pupils in everything they do. They are extremely polite to strangers, and a good example of this was when pupils went out of their way to apologise to an inspector they had bumped into in the corridor. In lessons, the outstandingly relaxed relationships and the teachers' use of praise generate high standards of behaviour and a positive ethos.

The school evaluates its own performance very effectively

17. The previous inspection report noted that the role of subject co-ordinators could usefully be developed further and that performance data should be used more purposefully. In response, the school now has a well-developed system of monitoring its own performance. Curriculum co-ordinators have time allocated to allow them to monitor their subject through an analysis of planning and of pupils' work. They also have opportunities to enter classrooms and observe the teaching of their subject. Other monitoring of teaching is carried out by the headteacher and deputy headteacher, who also maintain an overview of the work of co-ordinators, negotiating targets for their subjects each term.

18. The school also has a clear early warning system which takes the form of meetings between senior managers and class teachers, to identify potential problems, either academic or pastoral, before they become serious. Informal action can be taken speedily. This contributes both to the calm atmosphere in the school and to parents' overwhelming approval of the school's response to problems relating to individual pupils.

19. The results of tests and assessments are stored electronically and are readily available. The school is currently changing the software to provide more varied and detailed analyses. The school recognised two years ago that pupils' performance in mental mathematics was not good enough, and it therefore focused attention upon this aspect of the work. The result was a significant improvement over already high standards in mathematics. Similarly, last year the focus was on aspects of English and this bore fruit in the 1999 National Curriculum tests, raising the school to a position in the top 5 per cent when compared to similar schools.

WHAT COULD BE IMPROVED

Presentation of work is not good enough

20. The analysis of completed work and observations of lessons clearly showed that there is no consistently applied policy about presentation of work. Written work was often slipshod and letters and numbers poorly formed. Expectations of presentation of pupils of the same age in different classes varied but were generally too low. This acceptance of slipshod and untidy work means that pupils are not always encouraged to take pride in their completed work.

21. Furthermore, there is a lack of consistent promotion of handwriting, despite the fact that lessons are given over to it. The effect is that some Key Stage 1 pupils are prevented from gaining the higher levels in writing as they are not sufficiently encouraged to join their letters. Even in the later parts of Key Stage 2 some pupils continue to print – often very neatly – when they would normally be expected to use joined-up writing.

22. The reversal of letters and numbers is not consistently dealt with. For some younger pupils and those with a particular difficulty it may be appropriate to concentrate on the content produced rather than its presentation. However, pupils sometimes become confused if they are unable to read back their own writing accurately. This was the case in a Year 3

mathematics lesson. Pupils were practising counting on in 4's and then writing the subsequent terms of the sequence, starting at 3. One pupil, despite having identified problems with English and mathematics, was able to do this accurately as far as 51. Upon reaching this point he reversed the 5 and by the time 59 was reached the reversed 5 had become a 2, with the result that the sequence then incorrectly continued from 29.

23. Presentation for special pieces of work, for example for display, is better, which indicates that pupils can produce well presented work but are not consistently encouraged to do so.

Some parents do not feel comfortable in their contacts with the school

24. The last inspection reported that a significant number of parents felt that comments or queries about whole school issues would not be welcomed. The team at that time agreed that this was the case and concluded that it was a key issue for action.

25. Prior to this inspection, a questionnaire was circulated to all parents with an open invitation to write further notes to the team if required. A meeting for interested parents was also held. The general tone of the responses was positive, but a significant number indicated disquiet about the school's attitude to parents' opinions.

26. Although there was widespread approval for the school's response to queries about individual pupils' progress, or their settling-in, there remained a body of opinion that parents were actively discouraged from making suggestions as to how the school as a whole might be improved. This was expressed forcefully in the pre-inspection meeting for parents and also in written submissions to the team. In order to test whether this was indeed the case, the team examined correspondence between the school and parents. General correspondence was written in a factual manner but in a somewhat abrupt style. The prospectus is also written in a rather distant style. It does not include a statement of the school's aims and aspirations but takes the form of a catalogue of disparate sections bound together. Indeed, a separate, friendlier document to supplement the prospectus was produced by the school in response to the key issue raised at the time of the last inspection. This document details general information on how the school runs, and it provides a good model for how the prospectus itself might be written.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Improve pupils' presentation of their work by:
 - * improving the teaching of handwriting, especially at Key Stage 1, ensuring that pupils are taught correct letter and number formation;
 - * develop joined-up writing for pupils in Key Stage 1.

- Improve the quality of relationships with parents by:
 - * responding as positively to concerns or queries about the school as a whole as to queries about the performance and well-being of individual pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	55	31	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	352
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	87
Number of pupils on the school's special educational needs register	0	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	66

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	0
National comparative data	5.4

Unauthorised absence

	%
School data	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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	28	29	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	18	22	26
	Girls	20	20	26
	Total	38	42	52
Percentage of pupils at NC Level 2 or above	School	67	74	91
	National	82 (80)	83 (86)	87 (89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	21	24	22
	Girls	18	26	20
	Total	39	50	42
Percentage of pupils at NC Level 2 or above	School	72	89	74
	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	18	29	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	15	14
	Girls	27	27	26
	Total	41	42	40
Percentage of pupils at NC Level 4 or above	School	87	89	85
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC Level 4 or above	School	N/A	N/A	N/A
	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	13
Black – African heritage	6
Black – other	2
Indian	3
Pakistani	0
Bangladeshi	9
Chinese	3
White	286
Any other minority ethnic group	31

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)	15
Number of pupils per qualified teacher	25
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	133

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	763621.00
Total expenditure	747660.00
Expenditure per pupil	1917.00
Balance brought forward from previous year	-14145.00
Balance carried forward to next year	1816.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	402
Number of questionnaires returned	261

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	19	1	0	0
My child is making good progress in school.	71	25	1	1	2
Behaviour in the school is good.	72	25	2	0	2
My child gets the right amount of work to do at home.	51	39	5	2	4
The teaching is good.	81	18	0	1	0
I am kept well informed about how my child is getting on.	65	30	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	73	16	3	7	1
The school expects my child to work hard and achieve his or her best.	81	18	0	0	1
The school works closely with parents.	71	22	5	2	1
The school is well led and managed.	73	17	2	7	2
The school is helping my child become mature and responsible.	73	25	1	0	1
The school provides an interesting range of activities outside lessons.	73	22	0	2	4

Other issues raised by parents

Parents were pleased about the high standards achieved and the levels of care for individual pupils. They felt that the teaching was good. Issues raised at the parents' meeting included concerns over the cleanliness of the playground, claims that special needs staff were used to cover for absent colleagues, and the view that the headteacher does not welcome comments or suggestions about the school. Written responses to the team reflected these, including, in some cases, examples of correspondence.