

INSPECTION REPORT

ASHBURNHAM SCHOOL

Chelsea, London

LEA area: Kensington and Chelsea

Unique reference number: 100477

Headteacher: Mr Mark Hartley

Reporting inspector: Mr David Amos
21712

Dates of inspection: 4 – 5 December 2001

Inspection number: 194716

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary (& Nursery)

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: 17 Blantyre Street
London

Postcode: SW10 0DT

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Fax number: 020 7351 7669

Appropriate authority: Governing Body

Name of chair of governors: Mr Alastair Wood

Date of previous inspection: 21 – 24 April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average size primary school situated in the London Borough of Kensington and Chelsea. It mainly serves pupils from the World's End Estate and neighbouring areas. Most pupils are from local authority housing and a small number from a women's refuge. There are a wide variety of ethnic groups represented. The school has recently had a large intake of pupils from refugee families (25 per cent). There are currently 213 pupils on roll, including 26 pupils in the Nursery Unit. Classes are organised in year groups. 57.1 per cent pupils are entitled to free school meals, which is well above the national average. The school has a very high percentage of pupils who speak English as an additional language and a high number of different first languages. The percentage of pupils with special educational needs is above the national average, but the percentage of pupils with statements is in line with the national average. Attainment on entry is well below the national average.

There have been a number of staff changes over the past year and this has resulted in a number of temporary appointments. This has led to a period of instability with the headteacher taking on a much greater range of responsibilities in the interim period prior to the appointment of a new deputy headteacher and another senior staff member.

HOW GOOD THE SCHOOL IS

Ashburnham School has many of the qualities expected of excellent schools and also a number of additional qualities of its own. It richly deserves its status as a Beacon School. A very good standard of education is provided for its pupils and they attain well above average standards in the core subjects of English, mathematics and science when compared to similar schools. The majority of teaching is good or better and pupils, by the end of Key Stage 2, achieve very well. Pupils with special educational needs and those with English as an additional language receive very good support and make very good progress. The excellent and inspirational leadership of the headteacher, ably supported by the governors and a dedicated team of staff, is responsible for providing a warm, welcoming and secure educational environment in which the pupils flourish. The school provides very good value for money.

What the school does well

- High standards are attained by the end of Key Stage 2.
- The quality of teaching and learning is very good.
- The leadership of the headteacher is outstanding and is ably supported by staff and governors.
- The ethos of the school is excellent. High expectations are set and supported by an exceptional learning environment, which meets the needs of all pupils.
- The quality and extent of community involvement is excellent.

What could be improved

- The governors should ensure that they meet their statutory responsibilities for health and safety and the provision of information.

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 April 1997. There were five key areas identified for improvement in the last inspection and the school has made very good progress, overall, in addressing these areas. The school has invested a considerable amount of time in developing a new curriculum planning system based on national guidance from the Qualifications and Curriculum Authority. This is effective in providing a broad and balanced curriculum. The school makes good use of theme weeks to complement its necessary investment of time in developing the core skills of literacy and numeracy. Provision for design and technology has improved considerably and there are many examples of high quality work on display around the school. Provision for information and communication technology has also improved considerably and good use is made of the community ICT suite. Teachers' planning has developed well

and work is well matched to the ability levels of the pupils. The governing body is very supportive and is becoming increasingly active in fulfilling its role.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	B	B	A
mathematics	B	B	B	A
science	C	B	C	A

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

The above table clearly shows the very high standards attained at the end of Year 6. By the end of Key Stage 2, pupils are attaining standards above the national average in English and mathematics. In science, standards are in line with the national average. When compared to similar schools standards are well above average in English, mathematics and science. In the nursery and reception classes the children make very good progress particularly in their development of language and communication skills. This progress is maintained in Key Stage 1 and pupils' attainment is beginning to approach national standards, but when compared to similar schools standards are very high in reading and mathematics. From the quality of work seen during the inspection the pupils are on course to maintain these high standards. The progress made by pupils with English as an additional language is excellent, and for those with special educational needs it is very good. As well as attaining high standards in these core subjects the school achieves very high standards in art as is shown by the many high quality examples of pupils' work displayed so effectively throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes.
Behaviour, in and out of classrooms	Behaviour is very good and in a number of lessons observed it was excellent.
Personal development and relationships	Pupils' personal development is excellent. The richness of their relationships is enhanced by the vibrant, positive and inclusive quality of social and racial harmony.
Attendance	Attendance is satisfactory, with very good improvement made since the last inspection. A small minority of parents do not support the school in its efforts to improve punctuality.

The very high emphasis that the school places on pupils' personal development is rewarded by the high standards of behaviour observed and the positive attitudes that the pupils display. These are major contributory factors to the high standards attained.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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.

The above table shows judgements on the lessons observed across the school. During the inspection no unsatisfactory teaching was observed. Very good teaching was seen throughout the school and excellent teaching was observed in the Nursery class and in Year 6. Teaching for children up to five years in the Nursery and reception classes is very good, four out of the five lessons seen were at least good with three of the lessons being very good or excellent. In Years 1 and 2, the teaching is good overall with one third of lessons being very good. In Years 3 to 6, the teaching is at least good in seven of the eight lessons seen and half of the lessons were very good or excellent. In Year 6 both English and mathematics lessons of the highest quality were observed. Throughout the school, work is generally well matched to the ability levels of the pupils. The very good quality lessons are characterised by very good subject knowledge, clear objectives being set for the pupils' learning, challenging activities and skilful questioning. This resulted in very good gains being made by the pupils in their knowledge, skills and understanding in the subjects taught. The highest quality lessons were characterised by an exceptional pace of learning being demanded and met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum provided is very good. Extra-curricular provision is excellent as are the links made with the local community.
Provision for pupils with special educational needs	The school provides very well for pupils with special educational needs and they make very good progress.
Provision for pupils with English as an additional language	The school offers excellent provision, support and learning opportunities for pupils with English as an additional language and this leads to the very high standards achieved by these pupils by the end of Key Stage 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for the pupils' spiritual, moral, social and cultural development. The provision for social and cultural development is excellent, because every child is made to feel very special, so that they know that they can succeed in their lives, whatever their circumstances. All cultures and faiths are celebrated and shared making an excellent contribution to the stimulating learning environment.
How well the school cares for its pupils	The school has a very caring ethos and promotes the welfare of its pupils very well. Academic and personal development are very carefully monitored.

There has been considerable attention given to introducing a new curriculum planning system in light of the Curriculum 2000 guidance. The school now provides a broad and balanced curriculum. Provision for extra-curricular activities is exceptional. There is a very wide range of clubs, organised on a voluntary basis by members of the school and local community. The impact of community members on this aspect of the school's work is considerable. There is an equally impressive range of educational visits and visitors to the school. Spiritual development is promoted well in assemblies and through the curriculum. Moral and social development has a high priority and results in the very good attitudes and

behaviour of the pupils. Cultural provision is excellent because the school actively celebrates and uses its rich cultural heritage to the benefit of all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership. He sets high expectations and leads by example. Other members of the senior management team provide high quality support.
How well the governors fulfil their responsibilities	Governors are very supportive and active in the life of the school. They must ensure that they meet their responsibilities for health and safety and the provision of information.
The school's evaluation of its performance	Monitoring and evaluation are of high quality. The school uses the information gained from all sources very effectively to continue to plan for improvement.
The strategic use of resources	Resources are used very well. Additional staff and learning support assistants are very effectively used.

The leadership of the school is a major factor in establishing such an excellent ethos and attaining high standards by the end of Key Stage 2. The headteacher leads by example and with exceptional levels of commitment and enthusiasm. The governors are developing their monitoring role very well and support the school well. The high quality support that the headteacher receives from his senior managers, and the high level of commitment shown by the dedicated staff, are major factors in the success of the school. Financial management is very good and the school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The children are making good progress. • The school expects children to work hard. • The school is well led and managed. • The quality of teaching is good. 	<ul style="list-style-type: none"> • Parents had no significant concerns.

Parents are delighted with the work of the school, the quality of teaching, the opportunities open to their children and the continuing and positive improvements made by the headteacher. They had no significant concerns. The inspection team agrees with the very positive views expressed by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

High standards are attained by the end of Key Stage 2.

1. Over the past four years the school has been very successful in maintaining standards which are at least in line with the national average in the Key Stage 2 Standard Assessment Tests in English, mathematics and science. Standards in these subjects are also well above those in schools identified as being similar in the percentage of pupils eligible for free school meals. In English, the scrutiny of pupils' work and lesson observations show that pupils are again on target to attain similarly high standards. Pupils are able to critically reflect on the quality of written work and they are able to write for sustained periods for a variety of audiences and in different styles. For example, Year 6 pupils have made good progress in writing considered arguments and presenting opinions. Their writing is fluent, accurate and well presented. In mathematics, the pupils are making equally good progress. Pupils are acquiring a wide range of mathematical concepts. They are very proficient at solving problems, both mental and written, using the four rules of number and they also produce examples of good work in shape, space and measures and data handling. In science, pupils demonstrate a good knowledge of materials and their properties and are able to conduct a scientific experiment, recognising the need for fair testing.
2. In addition to the high standards achieved in English, mathematics and science, the school attains very well in other curriculum areas. Throughout the school there are many examples of high quality art and these are very attractively displayed. The hard work and expertise of the learning mentor is a significant contributory factor to the school's success in this area. The school has also made significant progress in developing the curriculum for information and communication technology and design and technology and examples of very good work were observed in both these subjects. The pupils also demonstrate good skills in music, dance and drama.
3. These standards are achieved due to the high quality of teaching observed throughout the school, particularly the excellent teaching seen in Year 6, the very positive attitudes and behaviour of the pupils and excellent leadership and management, which ensure that high standards are expected of all the pupils. Underpinning this success is the school's total commitment to fully including pupils of all backgrounds and specific needs in its life and work.
4. Examples of very good teaching were seen in English and mathematics throughout the school. Excellent teaching was observed in both English and mathematics lessons in Year 6. Teachers have good subject knowledge, often provide a high challenge for the pupils, clearly identify learning objectives, use good questioning skills to draw out the pupils' knowledge and understanding and use resources well. These skills ensure that pupils make good and often very good progress in their learning. Pupils are able to sustain interest and concentration, work at a good pace and reflect on the quality of their work.
5. The pupils have very positive attitudes to their work and their behaviour is very good. Pupils generally listen to their teachers carefully and this ensures that they clearly understand what is expected of them. When they set about their tasks, pupils do so quickly and work in a calm and productive atmosphere.
6. The headteacher and staff set very high expectations of what pupils can achieve. They analyse in detail Standard Assessment Tests, internal assessments and the progress made by individual pupils. This has resulted in the school producing specific targets for improvement within curriculum areas and setting targets for individual pupils. The needs of all pupils are considered and excellent support is provided for pupils with English as an additional language to ensure that they reach their full potential. The very strong provision for pupils identified as having special educational needs similarly ensures that they make very good progress.

The quality of teaching and learning is very good.

7. Teaching for children in the Nursery and reception classes is very good. This ensures that children have a very good start to their education and make very good progress, particularly in their acquisition of early language, literacy and communication skills. The very good teaching in this stage is a result of very careful planning and match of activities to the abilities of the children. Both teachers are very good at using appropriate questions to encourage the children to use language, extend their thinking and give them the confidence to offer answers and explain their reasoning. This was evident in a language and literacy focused activity in the nursery where the children were sharing the story of 'The Gingerbread Man'. Here the teacher very effectively modelled language use and this, together with very good use of praise, ensured that the children maintained their concentration and were able to put on a puppet show and say their words correctly. This effective modelling was a key factor in ensuring that the pupils with English as an additional language made very good progress and spoke with confidence. This very high quality teaching was also observed in a reception class literacy lesson, where the teacher's questioning was very effective in drawing out all the children's understanding of the text and helping them to identify and match words from the text.
8. At Key Stage 1, the quality of teaching is good overall with very good teaching seen in one-third of the lessons observed. Good teaching was seen in both English and mathematics lessons. Teachers have clear objectives for what they wish the pupils to learn and are effectively supporting language development through the use of very well prepared visual resources. The good lessons are characterised by clear introductions to activities and work being matched well to the different ability levels of the pupils. This ensures that pupils make good progress in their learning and meet the objectives set for them. In a very good mathematics lesson in Year 1, the enthusiastic and well-paced introductory activity captured pupils' attention from the start and the teacher ensured, through careful questioning, that all levels of ability were involved.
9. At Key Stage 2, the quality of teaching is very good overall with examples of excellent teaching seen in Year 6. Half of the lessons observed were very good or better and three out of eight were excellent. The teachers demonstrate good subject knowledge, have good classroom management skills, set challenging activities and use effective questioning skills. The excellent lessons were characterised by the teachers' very good subject knowledge, which ensured that the lessons were delivered with considerable confidence and that the objectives set for the lesson were matched by very challenging activities for the pupils. The teachers ensured that there was an exceptionally fast pace to the pupils' learning with excellent gains in their knowledge, skills and understanding in the subject. This was evident in an excellent English lesson with Year 6 where pupils were developing an understanding of the features of non-chronological reports. The teacher's planning was very clear and detailed, very good use was made of the interactive whiteboard and the teacher used her excellent subject knowledge and effective questioning to help the pupils identify key points in the text. The high expectation of pupils' learning potential shown in this lesson was also a key feature in the two excellent mathematics lessons seen. During these lessons excellent strategies were used to involve the whole class at their own level of ability and an exceptional pace was maintained throughout.

The leadership of the headteacher is outstanding and is ably supported by staff and governors.

10. One of the main contributory factors in the success of the school is the high quality leadership and management. At the heart of this is the outstanding leadership demonstrated by the headteacher. He is instrumental in ensuring that the school sets very high expectations for all its pupils, values all that individuals bring to the school and that the school provides such a vibrant and caring environment. In this work, he is ably supported by all staff and the governing body, who all share responsibility for ensuring that the school's aims are met and there is a constant drive to attain high standards both academically and in personal development.

11. The headteacher has a very clear educational vision for the school and is constantly seeking to make improvements that will benefit the pupils. The school development plan is a detailed document which clearly sets out targets for improvement and the steps by which they will be achieved. Data relating to pupils' performance is carefully analysed and the information gathered is used to set targets for improvement and ensure that resources are allocated effectively
12. The inspirational leadership of the headteacher is matched well by the dedicated staff team. In a time of uncertainty due to unavoidable personnel problems, the staff have taken on additional responsibilities to ensure that the enforced changes have a minimal effect on the pupils. The senior staff provide excellent support both for the headteacher and less experienced members of staff. All members of staff work very effectively as a team to provide high quality teaching and support.
13. The governing body is very supportive of the school. Members of the governing body are becoming increasingly involved in monitoring the school's work through their committee structure, direct involvement in the life of the school and by developing their systems for evaluating the success of planned developments. Named governors, for instance the governor with responsibility for special educational needs, fulfil their roles well and one governor runs a very successful club for pupils with particular talents in information and communication technology.
14. The effective use of financial resources is another major factor, which contributes to the school's success. The school places a high priority on providing additional support for pupils with English as an additional language and for those identified as having special educational needs. Financial resources earmarked for specific support are efficiently used and the school seeks every opportunity to access additional funding or support from the local community.

The ethos of the school is excellent. High expectations are set and supported by an exceptional learning environment, which meets the needs of all pupils.

15. The school provides a very secure and caring learning environment in which the pupils are valued as individuals and where everyone employed in the school strives to ensure that each pupil reaches their full potential. The value that the school places on its rich cultural heritage and the high expectations set are major contributory factors in its success.
16. The school environment is considerably enhanced by many high quality displays of pupils' work. In addition, the school has uniquely featured framed photographs of all the pupils, many in national costume, which are also displayed throughout the school. This demonstrates the great value that the school places on the importance of the individual, how cultural diversity is celebrated and raises pupils' self-esteem. Also displayed are many positive messages about success, which constantly reinforce the school's high expectations.
17. Of significance in achieving this excellent ethos is the value placed on pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is promoted well in assemblies and in the curriculum. The beliefs and values of the many different religious groups are discussed and celebrated. Moral and social development is promoted strongly and results in the very good behaviour seen in the school.
18. One of the most significant transformations made by the headteacher is in the physical environment of the school. Considerable changes to both the internal and external accommodation have been made over the past three years. These have produced an extremely attractive environment within which the pupils work and play. One excellent example of how the environment has been changed to make the pupils feel more valued is the development of the dining area into a restaurant. This is now a nice area for pupils to have their lunch with bright tablecloths and different types of music being played in the background. Further exciting developments are planned for the grounds. All of these developments add considerably to the school's overarching message of valuing people.

The quality and extent of community involvement are excellent.

19. Pupils are provided with outstanding opportunities; these not only significantly enhance learning experiences, but also support personal development. This allows pupils to 'blossom' and reveal their strengths and successfully overcome any difficulties they may have.
20. The headteacher is highly successful in encouraging and securing the involvement of not only the local community, but businesses, pastoral support groups, and a 'bank' of experts including artists in residence, a theatre designer and an architect as well. For example, a governor with information and communication technology expertise who regularly works with gifted and talented pupils. These experts and groups complement the exciting teaching taking place in school.
21. There is a particularly close relationship with the estate residents and community centre facilities like the after school provision, and in particular, the access to the community computer suite so that all pupils can develop their computer skills to the highest level. Small groups of nursery children quickly learn basic skills; for example, they can use a mouse very well to follow a program, and start to develop independence, seen when a child was able to start the print program, unaided. The local newsagent, although having no children at the school, runs the fundraising group, the 'New Friends of Ashburnham'.
22. Pupils and their families benefit from the many services from support groups who work with the school. There are many excellent examples; the West London Action for Children provide counselling on the complex job of parenting; the Learning Loft, providing regular off-site sessions for pupils with attendance and behaviour difficulties; the group focusing on raising girls' self-esteem (with a group for boys planned); the links with community health and social services who meet and work with families in the known, trusted and supportive school environment; therapeutic support including art therapists, provided through the Violet Melchett Centre; and the Cheyne Link offering intensive support through drama, games and play, for pupils who need to re-establish social skills and rebuild relationships, usually after experiencing significant trauma in their lives.
23. Whole-school events, such as assemblies and theme weeks, often reflect the background of the community, for example, prayers are sometimes said in Arabic or Bengali; the imaginative work on world masks, displayed in the hall. Arts groups regularly visit the school to perform and provide workshops for the pupils, for example, in dance and drama. The school grounds are being enhanced through the generosity of the General Electric Challenge, providing plants, landscaping and shelter, using pupils' own ideas, designs and sometimes participation, to transform the previously rather bland play areas.
24. Any possible contact is investigated if it will bring new skills, experiences or benefits to the school's pupils. This has a most positive impact on pupil achievements and the raising of standards and is a significant factor in the exhilarating and happy learning environment.

WHAT COULD BE IMPROVED

The governors should ensure that they meet their statutory responsibilities for health and safety and the provision of information.

25. A recent health and safety audit undertaken by the local authority has identified a number of important areas that the governors should give urgent attention to. Although no major health and safety problems were identified, the governors recognise the need to undertake a full risk assessment.
26. Parents receive very good quality information from the school in the form of regular detailed newsletters, a comprehensive school brochure and very detailed reports on their children's progress. The governors' annual report to parents, although informative, lacks a large number of items that are statutory requirements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

27. The governors should ensure that they meet their statutory responsibilities by:
 - i) Implementing fully the recommendations of the recent health and safety audit.
 - ii) Providing the required information in their annual report to parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	4	5	3	0	0	0
Percentage	25	25	31	19	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	187
Number of full-time pupils known to be eligible for free school meals	10	112

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	4	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	133

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	0.8

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	11	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	10
	Girls	16	15	15
	Total	24	22	25
Percentage of pupils at NC level 2 or above	School	86 (67)	79 (74)	89 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	10	10
	Girls	15	16	16
	Total	22	26	26
Percentage of pupils at NC level 2 or above	School	79 (67)	93 (89)	93 (89)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	14	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	14
	Girls	6	6	9
	Total	19	20	23
Percentage of pupils at NC level 4 or above	School	76 (76)	80 (80)	92 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	14
	Girls	6	6	9
	Total	18	20	23
Percentage of pupils at NC level 4 or above	School	72 (72)	80 (72)	92 (80)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	23
Black – other	12
Indian	0
Pakistani	5
Bangladeshi	9
Chinese	0
White	54
Any other minority ethnic group	57

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	16.4 : 1
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	183.50

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26 : 1
Total number of education support staff	3
Total aggregate hours worked per week	57.5
Number of pupils per FTE adult	8.7 : 1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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.

Financial information

Financial year	2000/2001
	£
Total income	734044.00
Total expenditure	745976.00
Expenditure per pupil	3134.00
Balance brought forward from previous year	43340.00
Balance carried forward to next year	31408.00

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	160
Number of questionnaires returned	94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	1	0	0
My child is making good progress in school.	72	26	2	0	0
Behaviour in the school is good.	59	33	2	1	5
My child gets the right amount of work to do at home.	66	24	4	3	2
The teaching is good.	76	23	1	0	0
I am kept well informed about how my child is getting on.	62	26	11	1	1
I would feel comfortable about approaching the school with questions or a problem.	79	17	1	1	2
The school expects my child to work hard and achieve his or her best.	91	9	0	0	0
The school works closely with parents.	71	23	2	1	2
The school is well led and managed.	84	13	0	1	2
The school is helping my child become mature and responsible.	72	24	1	1	1
The school provides an interesting range of activities outside lessons.	66	29	3	0	2