

INSPECTION REPORT

COOMBE HILL JUNIOR SCHOOL

Royal Borough of Kingston-upon-Thames

LEA area: London Borough of Kingston

Unique reference number: 102576

Headteacher: Mr M Mendelson

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 19 - 21 November 2001

Inspection number: 195299

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Coombe Lane West Kingston-upon-Thames Surrey
Postcode:	KT2 7DD
Telephone number:	020-8949-1743
Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Osborn
Date of previous inspection:	19 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coombe Hill Junior School is situated in an attractive suburban area of low density housing on the outskirts of Kingston-upon-Thames in south-west London. The school shares its large site and grounds with Coombe Hill Infant School. It is a popular school and is over-subscribed. The school is for children aged seven to eleven, and has 280 full-time pupils (145 boys and 135 girls). It is an average-sized size primary school and is much the same size as at the last inspection. Children's overall attainment on entry is above national averages.

Children come from a range of backgrounds, but the majority come from families whose socio-economic circumstances are above national averages. Approximately 0.4 per cent of pupils are entitled to receive a free school meal, which is well below the average for junior schools. Ninety-three pupils speak English as an additional language. This is 33 per cent of the school's pupils and is much higher than found in most schools. Nineteen of these pupils are at the early stages of learning English. There are 77 pupils on the special needs register; at approximately 27 per cent of the school's roll, this is above the national average. Four pupils have statements of special educational need, and, in percentage terms (1.4 per cent), this is average.

HOW GOOD THE SCHOOL IS

Coombe Hill Junior is a very good school which is justifiably popular with parents. Pupils work hard and have very good attitudes to their work. The standards they achieve when they leave the school are well above national averages in English, mathematics and science. The overall quality of teaching is very good. The school is very well led by the headteacher, senior staff and governors. The school gives good value for money.

What the school does well

- Pupils' attainment in English, mathematics and science is well above national averages by the time they leave school at the age of eleven.
- Pupils are enthusiastic learners. Their behaviour and personal relationships are very good.
- The quality of teaching is very good across the school. A particular strength is the organisation of group teaching in English, mathematics and science.
- The quality of leadership of the headteacher, senior staff and governors is very good.
- The school makes very good provision for pupils to grow in maturity and responsibility.

What could be improved

- The school makes good use of its new information technology suite but needs additional computers for classrooms.

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 1997. There were three key issues. The first concerned long-term financial planning and evaluating the cost effectiveness of setting (the school's grouping of pupils for English and mathematics according to their prior ability in those subjects). The school established the voluntary fund which has been very effective in guaranteeing extra teachers and resources, so that the setting arrangements can be regarded as permanent. Governors looked closely at setting and were convinced that it is cost effective. This inspection recognises that the arrangements are crucial to the high standards achieved. The other two issues were about the curriculum and daily assessment, and the school has fulfilled these requirements. In addition, the school has continued to raise its already high standards of pupils' attainment. The care and welfare offered to pupils has improved and the quality of teaching is now very good. Overall improvement since the last inspection has been very good.

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	A	A	A	A
Mathematics	A*	A	A	A
Science	A	A	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table indicates that pupils' attainment by the time they leave the school at the age of eleven is well above the national average in all three subjects. Compared with those of similar schools, results are also well above the average in English and mathematics and above average in science. All these comparisons show that pupils achieve well at Coombe Hill Junior. A comparison with national trends shows that the school's overall results are improving at a similar rate to national standards, at the same time as being considerably higher. Through a detailed analysis of pupils' progress at every stage of their school life, the school is able to set pupils challenging, realistic targets for attainment. Current standards, as found by the present inspection, show that attainment is well above the national average in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a great enthusiasm for school and there is a very good learning ethos in all classes.
Behaviour, in and out of classrooms	Very good in classrooms, around the school and in assemblies. Children display much politeness and consideration.
Personal development and relationships	Relationships in the school are very good. All groups of pupils mix easily and there is a friendly atmosphere in the school.
Attendance	Very good - well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

A major strength of the teaching in this school is the relationship between teachers and pupils. Teachers are models of politeness and consideration to all pupils and this not only sets a good example to pupils, which most follow well, but also lays the foundations of very good learning. Because pupils are so confident and secure in the classroom, they enjoy their learning and immerse themselves in it.

This enables teachers to meet the needs of all pupils very well, including those with special educational needs and those for whom English is an additional language.

Literacy and numeracy skills are given prominence across the curriculum and they are taught very well. Pupils are organised into sets according to their prior ability for English and mathematics and are further divided into groups of similar ability within each set. This enables teachers to match work very closely to each pupil's needs. The teaching of science is also very good. For this subject, pupils are divided into three mixed-ability groups. This means that the groups are small and makes experimental work much more effective than with a whole class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school day is very well organised with a good emphasis on English, mathematics and science. In addition, pupils are given a good spread of all other National Curriculum subjects and religious education. The curriculum is enhanced by a wide variety of visits and visitors and a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Individual education plans are of good quality, teachers and assistants give good support and parents are closely involved.
Provision for pupils with English as an additional language	Satisfactory. The school does the best it can from its own resources but receives limited support from outside on the occasions when it has pupils who are just learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Parents at the pre-inspection meeting were unanimous in asserting that attendance at Coombe Hill Juniors is making their children better people.
How well the school cares for its pupils	Very good care and welfare are provided. The school is a secure environment in which parents and pupils have much confidence.

The success of the grouping arrangements in English, mathematics and science could not happen without the generous commitment of parents to the school voluntary fund. Parents are very much involved with their children's learning at school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is a strong emphasis on raising standards through evaluating and improving the quality of education provided. The school runs very smoothly.
How well the governors fulfil their responsibilities	Governors are effectively involved in the running of the school. They are knowledgeable and supportive and have a good grasp of the school's strengths and weaknesses.
The school's evaluation of its performance	There are very good systems for tracking the progress of individual pupils. The headteacher and senior management keep the school under continuous review.
The strategic use of	The school uses staffing, resources and accommodation efficiently.

resources	There is a very good understanding of the principles of best value.
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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 and make good progress.• Behaviour in the school is good; the school is helping children to become mature and responsible.• There is a good, caring ethos.• The school is well led and managed and teaching is good.• Children are expected to work hard and achieve their best.• The school provides an interesting range of activities outside lessons.	<ul style="list-style-type: none">• The information they receive about their children's progress.

The inspection team endorses parents' positive views about the school. Whilst parents who are used to the school are satisfied with the information they receive about their children's progress, those who are new to the school take time to become familiar with its routines. This is especially so for parents of those children who join the school from infant schools other than Combe Hill Infants. Parents would appreciate more information about school procedures at the time their children transfer.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils' attainment in English, mathematics and science is well above national averages by the time they leave school at the age of eleven.

1. In the 2001 National Curriculum tests at the end of Key Stage 2, pupils' overall results (where pupils' attainments at all levels are taken into account) in English and mathematics were well above both the national average and the averages for similar schools. Results in science were well above the national average and above the similar schools' average. Standards of attainment have been high, with a trend of improvement in each of the three subjects, across several years. The trend of all three subjects taken together is rising in line with the national trend. Standards in the pupils' current work corroborate this picture of good achievement.
2. Pupils' progress is carefully monitored during the whole time they spend in the school. A range of standardised tests is used each year, as well as the Qualifications and Curriculum Authority voluntary, end-of-year tests. Teachers make predictions, based on their own assessment of each child plus previous test results, of the level each pupil will attain at the end of the year. Each teacher has a meeting in December with the headteacher to discuss these predictions, and those pupils who are found to be doing less well than expected are given extra attention to raise their attainment. In the summer, teachers again make predictions for the forthcoming year and discuss them with the headteacher. In this way, all pupils are closely monitored and the school does its best to bring all pupils up to their full potential. This includes pupils with special educational needs and pupils for whom English is an additional language.
3. This process of careful tracking makes a major contribution to the high standards pupils achieve. It is mirrored by the effective way in which teachers match work to pupils' needs - this is discussed in the teaching section, below. It is the combination of the two processes that is the key to this school's success.
4. In English, pupils write in a variety of styles and for different audiences. They learn to use vocabulary in a mature way. For example, one Year 6 pupil wrote in summary about a poem: "The main idea of the poem is to persuade you not to pollute the world, but it's written in a subtle way." A Year 5 pupil, creating a new character for a Dahl novel, wrote about "The Malevolent Hydra". Another wrote, "Mrs Snoddy had thin, pursed lips." Later in the lesson, another pupil suggested that this could be improved by adding, "set in a permanent sneer." Year 6 pupils write biographies - for example, of Anne Frank - showing a good sense of chronology and setting the details out in an interesting way, using well delineated paragraphs.
5. Pupils achieve high standards in mathematics. During the inspection, Year 6 were learning about probability. Lower attaining pupils were experimenting in their set with simple outcomes, such as the likelihood of throwing a six with a die. They are beginning to understand that probability is expressed on a scale from nought to one. In their set, higher attaining pupils were learning about the difference between theoretical and experimental probability. They began by calculating the expected outcomes of throwing two dice. Most pupils were able quickly to sketch a tree-diagram to illustrate this. They then threw the two dice, making a tally of actual outcomes.
6. In science, pupils have been examining the human eye. They know technical terms, such as *sclera* and *iris*. They carry out investigations into the opening of the pupil and the reason for having two eyes, and they learn how the human eye works.

Pupils' are enthusiastic learners. Their behaviour and personal relationships are very good.

7. Pupils' very good attitudes are based on the very good relationships which exist between them

and their teachers. This is evident in virtually every lesson. Pupils involve themselves fully in everything they are asked to do and behave sensibly and co-operatively. An example of this is their readiness to discuss with a neighbour or partner - a strong feature of many of the best lessons. This was very productive in a Year 6 science lesson. "How do we see an object?" they were asked. Pupils discussed this, then sketched what happens on their individual whiteboards. "What happens to the pupil of the eye when it is in darkness" was a later query. Pupils worked on their own with a mirror and then discussed it with a partner. Because their discussions were so sensible and well focused, the teacher was able to use their response to move the lesson on.

8. Pupils behave very well throughout the school and 98 per cent of parents who responded to the questionnaire agree. Parents at the pre-inspection meeting reported that the children have a good reputation in the local area for their behaviour. A particularly good example of pupils' responsible behaviour was seen during an information technology lesson for Year 4 pupils. As a temporary measure, part of the computer suite is sited in the dining hall, which is separated from the main hall by only a curtain. Whilst the teacher was explaining the intricacies of spreadsheets, a demonstration of table tennis skills was taking place on the other side of the curtain. The pupils were fascinated by the computer and paid no attention to the noise, but concentrated hard. As a result, high standards were attained in the lesson.
9. Another instance of very good behaviour which stems from relationships is pupils' tidiness. The school is fortunate in having an exceptional caretaker who maintains the school and its site to a high standard. The children are devoted to him and take great care of the school as a result - for example, picking up litter spontaneously or putting stray items of clothing onto the appropriate pegs in the cloakroom.

The quality of teaching is very good across the school. A particular strength is the organisation of group teaching in English, mathematics and science.

10. The quality of teaching in the school overall is very good. In the lessons observed, it was very good or better in 37 per cent, good in a further 50 per cent and satisfactory in the rest. There was no unsatisfactory teaching. This is an improvement on the last inspection, when 18 per cent of teaching was very good or better and four per cent was unsatisfactory.
11. The foundations of the school's success are laid in teachers' relationships with pupils. Teachers treat all pupils with great consideration and politeness without talking down to them. This encourages pupils to develop their self-respect, increasing their confidence in their own ability. For example, in a very good Year 4 mathematics lesson, the teacher was demonstrating equivalence of fractions, using an overhead projector. Halves, quarters and eighths were already displayed when the teacher added fifths. This was a good move as it made clear early on that some fractions have no obvious relationship with others. One girl confidently pointed out that this is because five is an odd number - not quite the right explanation, but the teacher took the remark and made it fit well into his illustration.
12. Another vital ingredient in the very good teaching is the regular, thorough monitoring of pupils' performance in English and mathematics. This was described in detail above (paragraph 2). This process of tracking enables teachers to pinpoint what pupils need to learn next to make good progress. Turning this information into lessons is the next stage in the school's very good provision. Teachers are thus enabled to take very good account of the needs of all pupils, including those with special educational needs and those for whom English is an additional language, so that none is excluded from the school's very good education.
13. Pupils are organised into sets according to their prior ability for English and mathematics and are further divided into groups of similar ability within each set. In a very good English lesson for pupils in Year 6, the teacher planned specific tasks for particular pairs of pupils. The object of the lesson was to write a script for an interview with one of the characters in a well-known story for a radio broadcast, in order to bring out different points of view. At first, some pupils found it difficult to design questions which would elicit anything but one-word answers. By pausing the lesson at

a well chosen moment to bring the pupils together, the teacher made very good use of pupils' own critical faculties. For example, a pupil said about one pair's script, "It didn't tell us anything about the wolf's personality." The writers were content with this criticism and went off to improve their work.

14. In science, each year group of 70 children is split into three mixed-ability groups. This makes experimental work much easier than with a group of 35. In a very good lesson for Year 6, pupils were carrying out an investigation into using mirrors to see round corners. Pupils worked hard at the task and the teacher discussed with each group, challenging them to make general statements about the angles of the mirrors.
15. Pace and timing are vital elements of a lesson, especially given that no period is longer than 55 minutes. The pace of many lessons is facilitated by the use of individual whiteboards for pupils. These are light and small - about nine inches by four. Children also need a special pen and a cloth to wipe the board clean. These items are given out and collected in by monitors in a flash. Good examples of the use of the whiteboards were seen throughout an excellent mathematics lesson for Year 6 pupils, studying probability. The boards were first used during mental arithmetic. Pupils were multiplying decimals, and the teacher was able to see quickly which pupils thought $0.2 \times 0.3 = 0.6$. Later in the lesson, pupils were asked to sketch quickly a tree diagram to show the outcomes of throwing two dice. Again, the teacher was able to see which pupils would need support and which could be given more challenge. The latter pupils were subsequently set to consider the effect on the experimental probability of extending the sample.

The quality of leadership of the headteacher, senior staff and governors is very good.

16. The headteacher provides very good leadership for the school. His vision of the school's future is clear and is shared by his very able deputy, who is currently swapping roles with the head. The senior management team is made up of the head, deputy and two other senior staff and the whole group has a very clear understanding of the school's strengths and weaknesses. For example, having followed the government-led initiatives of literacy and numeracy, the school is currently examining its practice and standards in the foundation subjects. The senior management team has set up three working parties to monitor three subjects, led by the relevant co-ordinators. Reporting back will be to the senior management team and governors.
17. The school has a very committed and well-informed governing body. Governors are closely involved in analysing the school's performance in tests and target setting. They also monitor the progress of the school development plan through their curriculum committee. Individual governors meet with the co-ordinator, whose subject area is a priority in the development plan, for a progress report. The governor produces a written report for other governors which is discussed by the full governing body. These papers show a good understanding of what is going on in the school.
18. The last inspection report criticised the planning process in that it was seen as insufficiently long-term. This has been rectified by the establishment of a three-year forecast which forms the basis of each year's school development plan. The report also commented, on financial planning, that "the viability of the current staffing level depends on the income that the school can generate." This led to a key issue about the cost-effectiveness of setting.
19. The success of the grouping arrangements for English, mathematics and science has been described in several sections of the current report. This was an important management decision and one which has required much organisation and complete commitment on the part of governors, staff and parents. The arrangement requires a considerable amount of extra staffing which the school's budget could not support. Parents are now asked to give money on a voluntary basis to support this and they respond very generously - to such an extent that the school can be certain of this income a year in advance. This enables the system to be seen as permanent and has meant that staff have been able to increase the expertise with which they plan for and teach their groups. The high and steadily increasing standards in English, mathematics

and science show that this has been a wise decision.

20. The school has a very good understanding of the principles of best value, as is demonstrated by the school's decision to save £8,000 a year by not taking out insurance to cover supply teachers since the school can generally manage from its own staffing resources. Again, maintenance costs are kept low because of the very effective and versatile caretaker. Specific funds are spent appropriately and the school's finances are efficiently organised by the bursar, secretary and the whole governing body.

The school makes very good provision for pupils to grow in maturity and responsibility.

21. A major feature of the school's work in pupils' personal development is the staff themselves, their very good relationships with the children and the example they set them. This is described above (paragraph 11) and is a cause of pupils' very good behaviour and their enthusiasm for school.
22. Personal development is an important part of the school's aims. Every class has weekly lessons in personal, social and health education and circle time (where pupils sit in a circle and are given the chance to express their own ideas in turn) is a feature of many of these lessons. Pupils have been encouraged to write the rules for circle time and they are displayed in classrooms.
23. The school council helps pupils to become responsible. For example, pupils are reported as saying that, although it might be easy to boss younger pupils, they realise that they should act in the way teachers do to them. The house system is used very well in this area of pupils' development. Each house decides on the charity it will support, then organises its own fund-raising, such as cake sales. Older pupils act as monitors in the classrooms at wet playtimes.
24. The school expects pupils to grow in maturity as they do in age. This is sometimes a shock for new parents, who would appreciate more information about how this will impinge on their children when they first arrive in the school.

WHAT COULD BE IMPROVED

The school makes good use of its new information technology suite but needs additional computers for classrooms.

25. Over the last two years, the school has transferred its computers from the classroom to a central location, disposing of out-of-date machines and buying new ones as necessary. They form a suite of 18 computers, housed in the converted former school kitchen and in the adjoining dining room. They are networked and connected to the Internet. When the school's new buildings are finished (within the next two years), the suite will be transferred to a specially equipped room.
26. The decision to move the computers to a central location was a wise one. Many of the classrooms had only one machine which made it difficult to teach information technology skills adequately to classes of 35. All the teachers currently at the school have received government-funded training to teach the National Curriculum for information technology, and the suite is being well used. For example, in a good lesson in Year 4, pupils were looking at spreadsheets. The teacher has a very good subject knowledge and had planned the lesson carefully in easy steps. Pupils learnt how to enter text into cells and to write formulae to multiply together the contents of cells and calculate the sum of columns. Higher attaining pupils used the spreadsheet to investigate altering the cost of items and to find out if it was possible to spend exactly £3. This represents a good standard for Year 4.
27. Now that all teachers have a good level of expertise, they are eager to have easier access to computers in their classrooms. An example of how this lack has an effect on learning was seen

in a very good science lesson for Year 4. Pupils were learning about the operation of muscles in the human body and how muscles work in pairs to pull the bones in opposing directions. They gained a good understanding of how muscles work from making a cardboard model of an arm, using rubber bands as the muscles. Diagrams in a book were less easy to understand - but, if there had been a computer to hand, pupils could have used one of the many excellent CD-ROMs which show working graphics of body parts.

28. The school already has plans for cables to be installed over the Christmas holiday, to provide two network connexions for every classroom. There are also plans to buy the necessary machines when the finance is available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:
- * † Make greater use of information technology to extend and support learning across the curriculum by providing easy access to computers in the classroom.

(Paragraphs 25-28)

*† denotes an issue already highlighted as a priority in the school's development plan.
(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	11	3	0	0	0
Percentage	5	32	50	14	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	280
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	77

English as an additional language	No of pupils
Number of pupils with English as an additional language	93

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.8

Unauthorised absence

	%
School data	0

National comparative data	5.2
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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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	35	70

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	33	34
	Girls	33	31	32
	Total	67	64	66
Percentage of pupils at NC level 4 or above	School	96 (90)	91 (88)	94 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	34	32
	Girls	31	33	29
	Total	63	67	61
Percentage of pupils at NC level 4 or above	School	90 (81)	96 (87)	87 (88)
	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	0
Black – African heritage	3
Black – other	0
Indian	17
Pakistani	10
Bangladeshi	1
Chinese	3
White	205
Any other minority ethnic group	29

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: Y3 – Y6

Total number of qualified teachers (FTE)	12.9
Number of pupils per qualified teacher	21.7
Average class size	35

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	49

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	564,714
Total expenditure	562,437
Expenditure per pupil	2,009
Balance brought forward from previous year	11,843
Balance carried forward to next year	14,120

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4.88

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	137

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	26	6	1	0
My child is making good progress in school.	54	40	2	2	2
Behaviour in the school is good.	47	51	0	1	1
My child gets the right amount of work to do at home.	33	50	13	2	1
The teaching is good.	53	41	2	0	4
I am kept well informed about how my child is getting on.	23	51	20	4	2
I would feel comfortable about approaching the school with questions or a problem.	55	30	8	3	4
The school expects my child to work hard and achieve his or her best.	66	30	2	1	2
The school works closely with parents.	39	44	9	4	5
The school is well led and managed.	57	33	3	1	6
The school is helping my child become mature and responsible.	65	28	2	1	6
The school provides an interesting range of activities outside lessons.	60	31	6	2	2