

INSPECTION REPORT

JOHN BETTS PRIMARY SCHOOL

Hammersmith

LEA area: Hammersmith and Fulham

Unique reference number: 100346

Headteacher: Ms G Del Bravo

Reporting inspector: David Shannon
5240

Dates of inspection: 18th – 19th June 2001

Inspection number: 195305

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
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Paddenswick Road Hammersmith London
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Telephone number:	020 8748 2465
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Hall
Date of previous inspection:	28/04/97-2/05/97

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

John Betts Primary School is a one-form entry non-denominational voluntary aided school. It is a popular school that is oversubscribed. The school draws its pupils from quite a wide area, with approximately 20 per cent of pupils coming from outside the borough. The school is an average-sized primary school with 207 pupils on roll. The number of boys and girls is broadly similar. Thirty of these pupils are in the reception class. Twenty per cent of pupils are from ethnic minority groups. There are 11 per cent of pupils for whom English is an additional language, which is higher than in most schools. There are 46 pupils on the school's register of special educational needs, which is broadly in line with the national average. The number of pupils eligible for free school meals is 19, which is below the national average. Pupils start school with standards slightly above those expected, except for reading, where standards are average.

HOW GOOD THE SCHOOL IS

This is a very effective school. It achieves high standards and pupils' attitudes and relationships are very good. Throughout the school, behaviour is excellent. The leadership and management are very effective and the teaching is good. The school gives good value for money.

What the school does well

- Standards in English and mathematics are well above the national average.
- In Key Stages 1 and 2, teaching is very good and pupils make very good progress.
- Very strong leadership by the headteacher, very well supported by staff and the governing body, creates an atmosphere in which the school community tries to improve and in which pupils thrive.
- Pupils' behaviour is excellent and their attitudes and relationships are very good. This makes an important contribution to their good progress.
- Parents' support for the school is very good and they are pleased with the education it provides.

What could be improved

- The quality of education and the progress made by pupils in the reception class.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since the last inspection in April 1997. A programme to monitor the quality of teaching and learning in classes has been carried out by the headteacher, members of the senior management team and subject co-ordinators. The school has an on-going monitoring programme in place. Improvements have been made to the way information about the curriculum and school policies is made known to parents. The school makes good use of the National Numeracy Strategy and the National Literacy Strategy to plan teaching programmes. For other subjects and the Foundation Stage, the school is using nationally produced schemes of work. All classrooms are organised to enable pupils to access resources and be more independent in their learning. As a result of classroom observations and comments made at the Parents' Evening, the inspection team consider that the issue regarding independent learning has been addressed. Over the last three years, standards have risen in English at Key Stage 2. Standards have also risen in mathematics and science at Key Stage 2. Although the trend at Key Stage 1 since the last inspection has been slightly downwards, during the last two years, standards have risen in mathematics and writing. In the 2001 national tests for seven-year-olds, the school's results show a significant improvement in reading with 63 per cent achieving the higher level 3. Improvements were also made in writing and mathematics. The school recently received an Award for Excellence from the Department for Education and Employment in recognition of its high standards. The percentage of very good or better teaching has increased from 13 per cent to 38 per cent, although the teaching in the reception class is now unsatisfactory. Since Easter 2000, a number of temporary teachers have filled the vacancy that arose due to the maternity leave of the reception teacher. Overall, the school is in a very good position to maintain and build on the high standards and the good quality of education now in place.

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
	1998	1999	2000	2000
English	A	A	A	A
mathematics	A	A	A*	A
science	A	A	A	A

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

This is a very impressive set of results. The table shows that standards are well above average and well above those of similar schools (those with up to eight per cent of pupils eligible for free school meals) in English, mathematics and science, at age eleven. In mathematics, the school's results are among the top five per cent in the country. The table shows that this trend of high results has continued over the past three years. The inspection judgements are that standards at age seven are well above average in mathematics, reading and writing. The school has met its targets for the year 2000 and is on course to meet those set for 2001. In Key Stages 1 and 2, standards in the current year in these core subjects are well above the national average and are improving. Standards in information and communication technology are satisfactory. Those pupils with special educational needs make very good progress in their learning. Standards in the reception class are in line with the Early Learning Goals, although pupils' progress is unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show enthusiasm for their work and concentrate very well.
Behaviour, in and out of classrooms	Excellent. Pupils are very polite and well mannered.
Personal development and relationships	Very good. Pupils throughout the school relate very well to each other and to adults in the school. They respect each other's values and views.
Attendance	Very high.

Pupils are highly motivated and confident learners. They are keen to learn and settle quickly at the start of lessons. Pupils work very well together.

TEACHING AND LEARNING

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

Overall, the teaching in the school is good. In the lessons seen, teaching was at least satisfactory or better in almost 91 per cent, good or better in 81 per cent and very good or excellent in 38 per cent. Most lessons seen were for numeracy and English. Teachers have a good understanding of the National Literacy and Numeracy Frameworks, which is reflected in the medium and short-term plans. The school is exempt from having to teach the National Literacy Strategy and, therefore, the content of the strategy is taught in a less prescriptive way than that advised by the Strategy. In Key Stage 1 and 2, lessons proceed at a good pace, keeping pupils interested and on task. Very good progress is made in the majority of lessons. Teachers set high expectations for the quality and quantity of work that should be achieved and work is well matched to pupils' abilities. Pupils are very clear about what they are doing and why they are doing it. Teaching was unsatisfactory in two lessons in the reception class. This was because of a lack of challenge for many pupils and inappropriate teaching strategies. During the inspection, the reception class was taught by a temporary teacher.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Broad, well balanced and carefully planned. Meets all statutory requirements. Planning includes stimulating visits and visitors (such as the African Drummers) and activities that excite pupils' interest. The planned objectives in the reception class are not always challenging enough for the children. Planning the outdoor provision for the reception class is not fully developed.
Provision for pupils with special educational needs	Very good. Teaching and support is well managed and pupils make very good progress. In the light of the identified expectations in the Code of Practice due for implementation in schools from September 2001, the school is in the process of reviewing its practice for parental involvement with the development of individual education plans.
Provision for pupils with English as an additional language	Currently, there are no pupils who are in the early stages of English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils to grow spiritually and morally. There are also good opportunities for social development through residential visits, team games and Personal, Social and Health Education lessons. Pupils have good opportunities to learn about their own culture through visits to museums and art galleries and those of other cultures, such as Islam and Sikhism.
How well the school cares for its pupils	The school provides very good care for all of its pupils. There are highly effective systems in place for ensuring their health, safety and well being.

The support of the parents is one of the strengths of the school. Many parents give help and support in lessons. There is a thriving Parent Teacher Association. Planning in the reception class is an area for development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very strong leadership by the headteacher who is well supported by senior staff. All members of the school community work very well together as a team. There is a shared commitment to high standards and continuous improvement.
How well the governors fulfil their responsibilities	Good. An effective system of committees enables the governing body to fulfil its statutory responsibilities. Governors bring considerable skills and expertise in their very supportive role towards the school.
The school's evaluation of its performance	Good. The monitoring of classroom practice has improved. The overall analysis of performance is good, but needs to be extended to include different groups within the school.
The strategic use of resources	Very good. The Institutional Development Plan is an effective management tool that prioritises areas for development over time. The school has budgeted carefully for the new computer suite. In making educational and financial decisions, very good account is taken of best value principles.

The headteacher provides very strong leadership and is well supported by the deputy headteacher and senior staff. The governing body is very supportive and it has a secure view of the school's development. Costs are compared with quality and effectiveness. An area for improvement is the analysis of performance of the different groups within 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 children like coming to school. • Parents are pleased with the progress their children make. • There is good behaviour. • Children get the right amount of homework to do at home. • Parents believe teaching is good with high expectations of work. • Parents believe the school is well led and managed. • The school is helping children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • Information about how children are getting on. • More involvement in their children's Individual Education Plan (IEP).

The inspection team agrees wholeheartedly with parents' positive views. A third of those who replied to the questionnaire are of the view that the school does not provide a range of activities outside lessons. The inspectors consider that in comparison with other primary schools, the range of opportunities is good. As the majority of these activities are for older children, with the exception of the chess club, the school intends to start an art club that will be open to younger children. Sixteen per cent of those who replied to the questionnaire are of the view that they are not kept well informed about their children's progress. The inspection team looked carefully at annual pupil reports and found that the quality is good. The school also provides both formal and informal opportunities throughout the year for parents to see their children's work and to discuss progress. The involvement of parents in their children's Individual Education Plan, currently meets statutory requirements.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English and mathematics are well above the national average.

1. In the 2000 national tests for eleven-year-olds, standards achieved were well above the national average in English and science. Standards in mathematics were very high. In the 2000 national tests for seven-year-olds, standards achieved in mathematics were well above the national average. Standards achieved in reading and writing were above the national average. In the 2001 national tests for seven-year-olds, all pupils achieved the average level 2 in reading, writing and mathematics. The number of pupils achieving the higher level 3 in reading increased significantly to 63 per cent. In writing and mathematics, the number of pupils achieving the higher level 3 also increased. The work seen during the inspection, across both key stages, confirms this high attainment.
2. In the reception class, pupils are developing a sound knowledge of phonics and, by the time they are seven pupils are able to use a range of strategies to tackle unfamiliar words. Reading at home is strongly encouraged and plays a significant role in pupils making progress. High attaining pupils in Year 2 read fluently and accurately. In the reception class, pupils are able to copy consonant-vowel-consonant words and, by the time they are seven, pupils are able to write for a number of different purposes. Their writing shows a good use of punctuation and good vocabulary, including varied connecting words and adjectives. Pupils in Year 2 are familiar with the structure of stories and are able to write in an imaginative way. Two memorable excerpts by pupils writing about Littlehampton, read as follows:

‘Littlehampton will make your dreams come true; the summery smells of sun and shells.’
‘Come to Littlehampton, a lively, luxurious place with fun park and beach for people of all ages.’
3. By the time they are eleven, pupils are able to write for a wide variety of purpose and audience. In Year 6, pupils write newspaper reports, poems, letters and stories. Standards of spelling and punctuation are high and pupils can paragraph their work correctly in order to achieve greater clarity and precision. Standards of handwriting and presentation are also high and pupils take care to ensure that their work is of pleasing appearance. Pupils’ response to texts is mature and thoughtful. They are able to note key facts and identify different parts of speech, for example, adverbs, pronouns and verbs. Throughout the school, pupils of all abilities are encouraged to use correct spoken and written English.
4. Mathematical skills are well developed across the school. In the reception class, the pupils are learning to count and do simple addition. By the time they are seven, pupils can work confidently with numbers up to a hundred and demonstrate a firm grasp of number facts. For example, high attaining pupils are able to add two, three digit numbers and average attaining pupils are able to add two, two digit numbers. In Year 2, pupils of all abilities have a good understanding of the multiples of 2 up to 20 and are starting to recognise that multiplication and division are inverse operations. Higher attaining pupils have a good working knowledge of the 2, 5 and 10 times tables and are starting to understand that 3×5 gives the same answer as 5×3 . By the time they are eleven, pupils are able to read, write and order whole numbers in context and numbers greater than 1000. They understand common fraction equivalents, for example 50 per cent equals one half. In Year 6, all pupils are able to calculate the percentage of whole number quantities, using a number of strategies. Higher attaining pupils understand and are able to calculate common decimal equivalents, for example, 20 per cent (0.2) and are able to measure and draw angles to the nearest degree.

In Key Stages 1 and 2, teaching is very good and pupils make very good progress.

5. The teachers have a very good understanding of the National Numeracy Strategy (NNS) and the National Literacy Strategy (NLS) and use both frameworks to help with medium and short term planning. Teachers make very good use of the oral and mental starter at the beginning of each numeracy lesson. The teachers structure both their numeracy and English lessons well with

clear introductions and they make very good use of the plenary session to reinforce what the pupils have learnt during the session. Lessons proceed at a good pace and keep pupils interested and on task, resulting in very good progress in the majority of lessons.

6. In both key stages, teachers plan very well and lessons have clear learning objectives that are shared with the pupils. This enables pupils to know what they are doing and to quickly settle to the tasks set for them. Work is well matched to pupils' previous attainment, which helps to meet the needs of all pupils, including those with special educational needs. In a Year 2 mathematics lesson, lower attainers were exploring multiplication and division facts of the two times table. The middle attainers were exploring multiplication and division facts of the two and ten times table, whilst the higher attainers extended this activity by working on the two, five and ten times table and related multiplication and division facts. In another mathematics lesson, the teacher had appropriately matched an activity for a pupil with special educational needs, using concrete apparatus to assist the pupil's learning.
7. Teachers set high expectations for the quality and quantity of work that should be achieved. They provide good role models for the pupils and model various techniques across a range of subjects, so that pupils have a good, clear example of what is expected of them and how to do it. For example, in a Year 6 mathematics lesson, the teacher gave a clear demonstration and explanation of how to find the percentage of whole number quantities. This kept all the pupils interested, so that, when they moved into groups later in the lesson, all were able to successfully complete the set tasks.
8. Teachers use good questioning techniques to ascertain pupils' knowledge and understanding and to extend their learning. In a Year 1 science lesson, the teacher's questioning probed the pupils' understanding of what living things can do which led on to a discussion about whether plants are living. Pupils are also willing and confident enough to ask questions of the teacher, which helps clarify aspects of the lesson for them. Teachers use a range of interesting resources to stimulate the pupils' interest and to consolidate learning. In a geography lesson, for example, the teacher used a brochure of Harbour Park, Littlehampton, to help the pupils identify features of the area.

Very strong leadership by the headteacher, very well supported by staff and the governing body, creates an atmosphere in which the school community tries to improve and in which pupils thrive.

9. The headteacher provides very strong leadership and is well supported by the deputy headteacher and senior staff. The school has a very strong ethos, which includes a shared commitment to high standards, continuous improvement and good relationships. There is considerable consistency in the work of the school and it runs smoothly on a day-to-day basis. There is a strong sense of teamwork in which everyone, whatever their role, works towards the same aims of excellence: teachers, classroom assistants and those who work in the office or maintain the premises. It is this, above all else, that makes the school such a stimulating place for the pupils.
10. The Institutional Development Plan is a well-structured and comprehensive document that involves staff and governors in its compilation and review. It is an effective management tool, identifying areas for development over the next three years and clear direction to the work of the school.
11. The governing body brings considerable skills and expertise as well as wholehearted support to its work for the school. Governors have trust in the headteacher, but expect her to be fully accountable to them. They make regular visits, for example through the 'governor of the month scheme,' and report back to meetings of the governing body. These visits, together with an effective system of committees, enable governors to have a secure view of the school's development.
12. The absence of monitoring of teaching was an issue at the last inspection. The headteacher has responded to this issue and has a good understanding of the strengths of the teaching staff. The headteacher, deputy headteacher, numeracy, English and ICT co-ordinators have all undertaken

classroom observations. Some of these observations have been carried out with the school's Link Inspector. Strengths in teaching are identified and shared, while any weaknesses are discussed and improvements made. Staff analyse samples of work from different subjects in order to assess standards and identify aspects that might need improvement. For example, in the autumn term, the English co-ordinator undertook an analysis of pupils' English books focusing on coverage, handwriting and marking. New members of staff receive strong support from senior members of staff.

13. The school takes very good account of best value principles. The school compares its standards with those of other schools and then sets targets for improvement. The views of parents are sought before making major educational decisions. For example, consultation took place before changing the homework policy and parents' views were also sought regarding school uniform and the behaviour policy. Costs are compared with quality and effectiveness.

Pupils' behaviour is excellent and their attitudes and relationships are very good. This makes an important contribution to their good progress.

14. The pupils at John Betts Primary School are highly motivated and confident learners. They enjoy school and are keen to participate. In conversation with inspectors, a group of older pupils stated that they were very happy at the school and did not want to leave.
15. During playtimes, pupils set up their own games and are delightful in the way they involve younger children. They share equipment fairly and pupils of different races and genders mix very well together. In the dining hall, pupils queue in an orderly manner; wait permission to start and to leave. It is relaxed, with pupils quietly discussing the day's events or topics with each other and adults. The emphasis on respect and good manners permeates the school.
16. A key issue from the last inspection in 1997 was for pupils to be more independent in their learning. Pupils of all ages are keen to learn and settle quickly at the start of lessons. They are able to select appropriate resources from within the classroom and return them at the end of the lesson. There are opportunities across the curriculum for pupils to choose how to record their work. Pupils listen to each other and show respect in lessons and assembly. For example, pupils in Year 3 listened very well to each other when discussing moral issues. When given the opportunity, pupils generally work very well together. For example, Year 2 pupils worked very well together at the computer, creating a specific design, using simple drawing tools. In another ICT lesson, pupils in Year 5 worked very well together, entering data into specific cells on a spreadsheet and were able to calculate the column total and column average. However, on occasion when a paired activity was too open-ended, not all pairs of pupils were as focused as they should have been.
17. Behaviour is excellent in lessons and around the school. For example, before entering the school at the start of the day or at the end of a session, pupils line up in a very orderly way. They enter the school in a quiet and orderly manner keeping to one side of the corridor. During a Key Stage 2 assembly, with only one member of staff present, all pupils listened intently to the story about the life of St. Francis and responded confidently and articulately to the teacher's questions. Pupils enter their classrooms calmly and quietly and are eager to commence work.

Parents' support for the school is very good and they are pleased with the education it provides.

18. One of the key issues for action from the last inspection was for the school to improve communications with parents about the curriculum and school policies. The school has put a lot of effort into this aspect and good improvements have been made. Parents are interested in the school and support their children very effectively. They are very pleased with the education that it provides. Almost all parents who completed the questionnaire are of the opinion that the school expects their children to work hard and achieve his or her best. Similarly, a very high percentage of parents are very pleased with their children's progress.
19. Many parents come into school and help in a variety of ways, including reading, mathematics, design and technology, information and communication technology and physical education. On

the first day of the inspection, a number of parents were in school listening to readers and helping pupils at work in the new ICT suite. For example, one parent was able to share his knowledge and expertise to help some Year 2 pupils to use simple drawing tools on the computer. On the second day of the inspection, parents were also in school, working with teachers to support pupils in the classrooms. Parents also fully support school functions and events. For example, at the school's Easter service held on a Wednesday morning, the church was full to capacity. All other functions are just as well supported.

20. The school's end of day arrangement is a particularly effective way of working with parents and receiving feedback. All pupils are escorted to the front of the school at the end of the day and are not allowed to leave until collected by a parent or carer. These arrangements provide parents with opportunities to have quick discussions with teachers. A thriving Parent Teacher Association meets regularly to plan social and fund-raising events as well as receiving news on developments within the school. One project that has involved both parents and teachers has been the setting up of the new ICT suite.

WHAT COULD BE IMPROVED

The quality of education in the reception class and the progress made by the pupils.

21. Senior staff have planned the introduction of the new foundation stage curriculum for children up to the end of the reception class. The school's plans refer appropriately to the six areas of learning and to the associated early learning goals for children to engage in on the first levels of the National Curriculum. The accommodation for the reception class does not allow for easy access or supervision to a specifically designed outside area for play and learning. At present, the outside area is not used effectively enough as an integral part of the learning environment.
22. During the last academic year, there has been no permanent teacher in the reception class. A number of supply teachers have filled the vacancy that arose due to the maternity leave of the reception teacher. During the two days of the inspection, the reception class was taught by a temporary supply teacher. She has been at the school since January, 2001.
23. Overall, the quality of teaching is unsatisfactory. Planning does not identify objectives with sufficient challenge for many of the pupils and, therefore, tasks are not always well matched to their abilities. As a result, time is not well used and progress is unsatisfactory. Teaching strategies are often inappropriate and, as a result, the learning objective is not met. Although standards are in line with the Early Learning Goals, pupils' progress is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. Improve the quality of education and progress made by children in the reception class by:
 - (a) Discussing and agreeing a policy that explains the philosophy and rationale of teaching and learning in the Foundation Stage (reception class);
 - (b) Making good use of assessment data to ensure that the planned tasks are appropriately matched to children's abilities;
 - (c) Developing curriculum arrangements for outdoor learning and play at the Foundation Stage by improving the outdoor area and resources;
 - (d) Monitoring and evaluating on a regular basis the quality of teaching, provision, learning (including progress) and standards achieved and reporting the findings to governors.

(paragraphs 21 – 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	33	43	9.5	9.5	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	207
Number of full-time pupils known to be eligible for free school meals	19

FTE means full-time equivalent.

Special educational needs	YR –Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data (99/00)	2.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	13	13	13
	Total	28	30	30
Percentage of pupils at NC level 2 or above	School	93 (97)	100 (100)	100 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	13	12	13
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (93)	97 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	14
	Girls	16	15	16
	Total	30	29	30
Percentage of pupils at NC level 4 or above	School	100 (93)	97 (89)	100 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	13
	Girls	15	15	15
	Total	29	28	28
Percentage of pupils at NC level 4 or above	School	97 (96)	93 (85)	93 (96)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	4
Black – other	19
Indian	2
Pakistani	0
Bangladeshi	2
Chinese	0
White	166
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	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)	9.2
Number of pupils per qualified teacher	22.5
Average class size	29.6

Education support staff: YR–Y6

Total number of education support staff	7
Total aggregate hours worked per week	91

FTE means full-time equivalent

Financial information

Financial year	1999/2000
	£
Total income	442,633
Total expenditure	422,716
Expenditure per pupil	2,042
Balance brought forward from previous year	7,692
Balance carried forward to next year	27,609

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	207
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	28	8	0	0
My child is making good progress in school.	65	30	4	0	1
Behaviour in the school is good.	72	28	0	0	0
My child gets the right amount of work to do at home.	47	43	8	1	1
The teaching is good.	70	25	0	1	4
I am kept well informed about how my child is getting on.	45	39	12	4	0
I would feel comfortable about approaching the school with questions or a problem.	67	21	6	6	0
The school expects my child to work hard and achieve his or her best.	85	12	2	0	0
The school works closely with parents.	55	28	10	3	4
The school is well led and managed.	80	14	1	1	3
The school is helping my child become mature and responsible.	73	21	3	1	2
The school provides an interesting range of activities outside lessons.	29	36	26	8	1

The percentages may not always add up to 100 as a result of rounding up.

Other issues raised by parents

- More involvement in their children's Individual Education Plans.
- A wider range of activities and opportunities in the reception class.
- A broader curriculum.