

# INSPECTION REPORT

## **LOWTHER PRIMARY SCHOOL**

Barnes, London

LEA area: Borough of Richmond upon Thames

Unique reference number: 102892

Headteacher: Mrs P Henchie

Reporting inspector: Mr Alan Blank  
8358

Dates of inspection: 5 and 6 February 2002

Inspection number: 195576

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11 years
Gender of pupils:	Mixed
School address:	Stillingfleet Road Barnes London
Postcode:	SW13 9AE
Telephone number:	020 8748 3984
Fax number:	020 8846 9334
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Stuart Thorne
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Number on roll	184 aged between 3 and 11 (less than average)
Pupils eligible for free school meals	51% (well above average)
Pupils having English as an additional language	25% (above average)
Pupils on the special educational needs register	42% (above average)

Lowther Primary School serves an estate of mixed housing that forms a community that has characteristics of an urban village in that its boundaries are clear and distinct. The mixed ethnicity of the intake reflects the local population. There are currently 19 pupils who come from families who are or were once refugees or asylum seekers. The school has a nursery that takes children on a part-time basis from the age of three. Children enter the nursery and reception classes with a range of abilities, but taken as a whole their attainment is below average and in spoken language some pupils are well below average.

### **HOW GOOD THE SCHOOL IS**

Lowther primary school enables its pupils to reach very high standards in mathematics and science through teaching that is aimed at challenging all its pupils including those who have English as an additional language and higher attaining pupils. The school is very well led by the headteacher and her deputy and it provides very good value for money.

#### **What the school does well**

- Pupils attain very high standards in mathematics and science and sound standards in English.
- Pupils' attitudes and behaviour are very good. Provision for social and moral development and appreciation of art is very good.
- The nursery provides a secure and stimulating environment for young children. Assessment is used very well to inform teaching and involve parents in their children's learning.
- The progress made by pupils is generally very good. Some pupils who have English as an additional language make exceptional progress.
- Teaching is good and, in some classes and subjects, extremely precise and skilful.
- The school is very well led and very well managed.

#### **What could be improved**

- Standards in pupils' writing.
- The monitoring of pupils' work in subjects other than English, mathematics and science to raise standards in these areas of the curriculum.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Standards have risen dramatically. The quality of teaching has improved and the weaknesses that were identified at the time of the last inspection have been eradicated. Schemes of work for all subjects are in place. Child protection procedures are understood by all staff. Though the school works hard to improve attendance rates, they remain below average.

## 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	E	C	C	A
Mathematics	E	A	B	A
Science	E	A	A	A*

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

Standards in recent years have been very high in mathematics and science, representing significant improvement since 1997. Higher attaining pupils in particular have done well in these subjects and many of these pupils have English as an additional language. In science the school's results are in the top 5% of schools with similar circumstances. In English, standards are lower generally and particularly so in writing. Pupils enter the school with a wide range of abilities, but overall standards are below average and though pupils make satisfactory progress generally standards in reading and writing are below average at the end of Key Stage 1. In mathematics pupils make remarkable progress to reach standards well above average by the end of Year 2. The school sets challenging targets for itself that are based on very good information gained from assessments. In other subjects standards are about average and these need to be monitored more rigorously, particularly in information and communication technology, to ensure that appropriate standards in all areas of the subject are being achieved. The exception is art and design where standards are good. Over time pupils achieve very well at Lowther.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They want to do well, are very aware of personal learning targets and are proud of their school.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils show respect for each other and the various cultures represented in school. The inclusion of all types of pupils and the celebration of their diverse heritage is a strength of the school.
Personal development and relationships	Relationships are very good. Lowther is a warm institution that has a strong community feel. Pupils' personal development is promoted successfully.
Attendance	Attendance rates remain below average despite the efforts of the school community to improve them and reward good attendance.

## TEACHING AND LEARNING

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

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

Teaching ranges from very good to satisfactory, overall it is good throughout the school. There are particular strengths in the teaching of mathematics in Year 1. Here interesting strategies are employed to develop pupils' number skills that enable them to make very good progress. In Year 6, teaching that is very precisely aimed at national criteria enables pupils to reach high standards in mathematics and science. Throughout the school, individual learning targets for pupils are clearly understood by teachers, pupils and parents making learning very effective. Pupils who have English as an additional language are taught well from the nursery onwards so that many of them become higher achieving pupils by Year 6. Special strategies to improve pupils' literacy skills in Years 1 and 3 are employed using skilled classroom assistants and this is very successful in moving these pupils on. Pupils with special educational needs are well supported and the individual attention they receive enables them to make good progress in developing basic skills. The teaching of writing throughout the school lacks a clear structure and opportunities for writing in other areas of the curriculum are not exploited fully to promote pupils' learning and progress. Sometimes the marking of pupils' work does not give sufficient guidance on how they might improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is satisfactory breadth and balance within the curriculum. There is a clear emphasis on the core subjects. Art and design has a high profile within the school. Elements of practical science and information and communication technology (ICT) could be improved.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported. Individual attention and extra literacy support help pupils to make good progress.
Provision for pupils with English as an additional language	Fifteen additional languages are represented including Arabic, Farsi and Swahili. Pupils are well supported by specialist and general teaching staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are given responsibility and taught clearly what is right and wrong. Pupils feel a sense of ownership and pride in their school. It is a community where pupils learn tolerance and respect for each other. The provision for cultural development is good.
How well the school cares for its pupils	The school cares very well for its pupils. Results from assessment are used very well to track pupils' progress and to generate individual learning targets.

The school puts great emphasis on the core subjects of English, mathematics and science and this has led to much higher standards in these subjects. Knowledge and understanding are taught well in science, but practical skills are taught less well and there is room for improvement here. In information and communication technology, work in control and monitoring aspects is limited. In history and geography, topics are not always covered in depth. More careful monitoring of work in these subjects is



needed. The school provides an early experience of foreign languages in years 3 to 6. Pupils have lessons in Italian and French for half the year each. Schemes of work ensure that all statutory requirements are met and pupils cover appropriate topics on health and personal development. The amount of time given to physical education is low in some classes. The nursery provides a stimulating and warm initiation to formal education for children.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school very well and is ably assisted by the deputy headteacher. The senior management team is effective in sharing the responsibilities of management .
How well the governors fulfil their responsibilities	Governors are well informed. They have a clear picture of the school' strengths and weaknesses. Committees are effective in informing and guiding the whole governing body.
The school's evaluation of its performance	The improvements in recent years have come about as a result of careful analysis of performance and appropriate changes to policy and practice.
The strategic use of resources	Resources are used very well. Staff deployment and training are aimed at improving standards and enriching pupils' learning.

The headteacher has led the response to the earlier inspection very successfully, turning Lowther from an average to a very effective school. The focus has been on improving standards in core subjects and this has been achieved quite dramatically. The deputy headteacher is involved in all aspects of school management. There is a team ethos within the school and sharing of goals amongst staff, governors and parents. High pupil mobility and high staff turnover have been managed very successfully. Newly qualified teachers on the staff have received good support from the senior management team and outside agencies. Governors provide good support for the headteacher and play an important role in the determination of policy. The day-to-day running of the school is efficient. The accommodation is well cared for and maintained. However, the school does not have a long term plan for the development of the buildings that could result in substantial improvements and greater cost effectiveness.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Teaching is good.</li> <li>• Pupils' learning targets are clear and shared with parents.</li> <li>• The school works closely with parents and they feel welcome in school.</li> <li>• The school helps individual pupils who have special needs or English as an additional language.</li> <li>• The school helps pupils to become tolerant citizens who respect each other irrespective of race or culture.</li> </ul>	<ul style="list-style-type: none"> <li>• There could be more playground equipment for older pupils to use.</li> <li>• There could be some active clubs for older pupils at lunch time perhaps run by parents or other adults.</li> <li>• There was an awareness that some of the accommodation would soon need to be replaced.</li> <li>• Some parents felt that Lowther did not promote itself very well.</li> </ul>

The inspection team agrees with parental views and what pleases them most. We also agree that the proposed improvements could make Lowther an even better school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**The school achieves very high standards in mathematics and science and sound standards in English.**

1. Children enter Lowther with a range of abilities, but taken as a whole this attainment is below average. A number of children have very limited ability and experience of speaking English. By the end of the foundation stage in the reception class the standards attained are still below national averages. By the end of Key Stage 1, standards are still well below average in reading and writing, but in mathematics they are well above the national average. When the results in national tests in 2001 are compared with schools similar to Lowther they were average in reading, well below average in writing, but very high in mathematics, in the top 5% of these schools. In both reading and mathematics the number of pupils reaching the higher level 3 is higher than the national average.
2. In Key Stage 2, standards in English generally are in line with national averages. In mathematics standards in 2001 were above average in 2001 and well above average in 2000. In science, standards were well above the national average in both years. Results have improved dramatically since 1999. When results in 2001 are compared with those of similar schools, standards in English and mathematics were well above average and in science they were very high, in the top 5% of these schools. The number of pupils reaching the higher level 5 was very high in both science and mathematics. This indicates that higher attaining pupils at Lowther achieve well and many of these pupils have English as an additional language or are part of families who are or were refugees or asylum seekers. Pupils in year 6 can add and multiply fractions and are able to extend their knowledge to include negative quantities. In science pupils understand how the major organs of the human body work and use terms such as predators and producers in ecosystems appropriately.
3. The school has concentrated on raising standards in these core subjects whilst maintaining satisfactory standards in other subjects. Current standards in English are likely to be in line with national averages but in mathematics and science standards are high and they are likely to exceed the averages comfortably.

**Pupils' attitudes and behaviour are very good. Provision for social and moral development and the appreciation of art are very good.**

4. Lowther is a school that serves its immediate community well and gives pupils a sense of belonging. Pupils are respectful of teachers and each other. The rich cultural and ethnic mix of the intake is celebrated by the school and this is reflected in the attitudes of pupils and parents. A collective approach to establishing good behaviour ensures that pupils take responsibility for their behaviour and actions and develop a meaningful moral code. Pupils are developed socially and morally through the school council which acts as a forum for pupils' ideas and views that have a genuine influence on policy. The notion of democracy is promoted well at Lowther and the school has its own parliamentarians. Pupils' attitudes to school are very good; they concentrate well in lessons and want to succeed. Pupils cooperate well following teachers' instructions and demonstrating independence when it is appropriate. Pupils who have special educational needs or English as an additional language make the best of the special support they receive. Pupils talk with pride about their school's achievements such as the best kept garden, breakfast club or

extra-curricular activities. Pupils are given a rich insight into the world of art. Year 6 pupils talk confidently about the styles of artists like Kandinsky, Pollock and Piet Mondrian creating their own pictures that reflect these respective styles. This enthusiasm for art pervades the whole school. A Year 1 pupil said to an inspector looking at their art lesson "I love art you know, when I grow up I'm going to paint loads of stuff !"

5. Behaviour around school is very good, there are specific door monitors and pupils are polite and friendly to adults whilst they play enthusiastically and sensibly in the playground.

**The progress made by pupils is generally very good. Some pupils who have English as an additional language make exceptional progress.**

6. Lowther school has very good systems for assessing pupils' attainment and tracking their progress. The results of this monitoring show that pupils make above average progress and that some make exceptional progress. One pupil who comes from a family who were once refugees moved from Level 1 in Year 2, below average attainment, to Level 5 in Year 6, above average attainment, in mathematics. This type of above average progress for pupils who have English as an additional language is not unusual.
7. The foundations are laid in the nursery and reception classes where pupils' needs are assessed and their language in particular is developed across all areas of the curriculum. Progress in reading and writing is satisfactory in Key Stage 1 as basic skills are developed, but the progress in mathematics is exceptional.
8. The progress made by pupils from the end of Year 2 to the end of Year 6 when measured and compared with pupils nationally is very positive. In English, pupils make good progress while in mathematics and science the progress made is exceptional; in the top 5% of schools with similar Key Stage 1 standards.
9. The number of pupils reaching the higher level 5 in mathematics is 45% compared to 25% nationally and in science an outstanding 75% compared to 34% nationally. These figures indicate that higher attaining pupils, several of whom have English as an additional language, make very good progress and are suitably challenged.

**Teaching is good and, in some classes and subjects, extremely precise and skilful.**

10. The quality of teaching throughout the school is good. Teachers have adopted the national strategies for literacy and numeracy and use some of this good practice in other subjects too. Teachers make very good use of information from assessments to develop individual learning targets for pupils in their day to day teaching.
11. There is also some very good teaching. For instance, in Year 1 mathematics is taught very well and this in part explains the exceptional progress made by pupils in Key Stage 1. The lessons are stimulating; musical instruments and white boards are used to consolidate and extend pupils' mental operations. The teacher skillfully manages pupils so that they move between activities smoothly and no time is lost. Pupils are highly motivated, they enjoy the opportunities to use blocks to build three dimensional constructions, developing their vocabulary and knowledge of shape.

12. In Year 6, particularly, the teaching of core subjects is consistently very good. The teacher knows precisely what is to be learned and emphasises these points. In science, pupils learn the names of bones, some carry out their own research and pupils with English as an additional language are deliberately included in the questioning, many exhibiting very good levels of knowledge. Just before the end of the lesson pupils play a game that reinforces their knowledge of food chains, electrical circuits, forces and other areas of science. It is quite easy to see the link between very good teaching and high standards. In mathematics, while teaching addition of fractions the teacher challenges the more able pupils with negative fractions and then skillfully uses calculators to carry out a short investigation into multiplication of fractions. In English, the teacher displays exceptional knowledge and understanding of characteristics that reflect different aspects of the National Literacy Strategy and uses elements of science to stimulate writing. At the end of the lesson pupils are asked to write down five ways to improve their writing, which both challenges and inspires them.
13. The contribution made by specialist support staff trained in literacy is very significant. The extra help given to lower attaining pupils and those with special educational needs in the basic skills of speaking, reading and writing is very effective in helping these pupils to make progress.

**The nursery provides a secure and stimulating environment for young children. Assessment is used very well to inform teaching and involve parents in their children's learning.**

14. Standards of care are high. In the nursery children are welcomed and supervised carefully. Their individual needs, including those of pupils with English as an additional language, are assessed and action is taken to meet them. Staff take account of family circumstances so that home and school are brought together to provide a consistent approach to children's development.
15. The systems for the assessment and recording of pupils' progress are a strength of the school; they are used to analyse pupils' performance carefully so that elements of their learning and understanding are identified for improvement and consolidation. The results of assessment are used to develop very precise learning targets for groups and individual pupils. This enables teachers to prepare work that matches the needs of pupils carefully and enables pupils and parents to monitor progress too, so that they are closely involved in the learning process. Pupils benefit from understanding what they are trying to achieve and parents likewise from knowing what they can do to help their children. The regular review of progress and targets means that pupils experience success on a regular basis. Often success is celebrated in special 'star' and 'certificate' assemblies and this helps to develop very good attitudes. The school uses its links with a cluster of other small schools and local advisers to moderate pupils' work.
16. The school is rigorous in its monitoring procedures and, in some cases, is supportive of families whose problems result in poor attendance. The school is not complacent and makes full use of services provided by the Educational Welfare Officer. The school promotes good attendance which it rewards and celebrates.

**The school is very well led and very well managed.**

17. The school is well led. Governors are committed to the school and have a clear understanding of its strengths and weaknesses. There is a strong sense of team work and cooperation that includes governors, senior management and parents. The

headteacher has led the school in its response to the earlier inspection. All of the issues raised at the time of the last inspection have been addressed and, overall, good progress has been made. Alongside this the headteacher has led the drive to raise standards and since 1999 there has been a dramatic improvement. This rise in standards reflects developing good practice in teaching, assessment and its use, and a clear determination to improve.

18. The headteacher involves the deputy headteacher at all stages of decision making; they are an effective team. The senior management team involves almost half the staff and this provides a broad base for decision making and encourages a shared ethos. The senior management team has taken some bold decisions such as the introduction of specialist teaching and setting in Years 4 and 5 to raise standards. The leadership of the school is self critical and is not complacent about standards or the progress pupils make; they know that writing can be improved and they are currently working on ways to bring this about.
19. Lowther has fairly high levels of pupil mobility and in recent years, high staff turnover. The recruitment and retention of good staff is one of the major concerns facing senior staff and governors. By the end of the current school year two senior staff will have moved on to further their careers, for a small school this is very significant. Nevertheless the support and guidance given to new members of staff and those new to the profession is very good. Day-to-day running of the school is efficient and this enables the school to function smoothly. Pupil mobility is also very high. During the year prior to this inspection 28 pupils joined and 33 left at times other than the normal start and finish of the school year.
20. Work in the core subjects is monitored carefully. However, there is room to improve the monitoring of work in other subjects in order to raise standards in them and to exploit the potential for writing across subject boundaries.

## **WHAT COULD BE IMPROVED**

### **Standards in pupils' writing**

21. Standards in writing are lower than in reading and other subjects and they are proving harder to improve. Early experiences in the foundation stage, in the nursery and reception classes though regular and usually appropriate could be planned to provide greater continuity and hence improve children's early writing skills more systematically.
22. Written work in the rest of the school sometimes lacks neatness and pupils in Key Stage 1 could be provided with more opportunities for extended writing. Opportunities for developing writing across the curriculum are not exploited fully. In subjects such as history and geography there is relatively little written work and this is not as carefully structured or presented as it could be. These other subjects provide many opportunities for developing pupils' writing on topics that can be linked to individual pupils' interests. Larger projects that would involve older pupils in research at home and school are not used as effectively as they might be to develop higher order writing skills of punctuation, writing for an audience and paragraphing.
23. Teachers are very aware of pupils' learning targets in core subjects, but when they mark work in other subjects they do not always provide pupils with diagnostic comments or sufficient guidance on how to improve. As a result, opportunities to develop pupils' writing in a range of situations and subjects are missed.

**The monitoring of pupils' work in subjects other than English, mathematics and science to raise standards in these areas of the curriculum.**

24. The monitoring of pupils' work in English, mathematics and science subjects is very good. However, in other subjects such as history, geography, religious education and information and communication technology, pupils' work and their progress is not monitored as closely. There is little evidence to suggest that the scrutiny of pupils' work regularly takes place or that standards have been moderated and agreed. In subjects such as information and communication technology, that have very specific standards for different strands of the subjects, monitoring does not ensure sufficient coverage to promote higher standards in all these strands. In history and geography topics are not covered in sufficient depth and opportunities to develop skills such as map reading and the investigation of historical evidence are not fully exploited.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- (1) To raise standards in writing the school should:
- devise a more consistent approach to developing early writing skills in the foundation stage.
  - increase opportunities for pupils to write in Key Stage 1.
  - exploit more fully the opportunities for pupils to write across the whole curriculum.
  - ensure that teachers provide more detailed feedback to pupils on how to improve their writing in all areas of the curriculum.
- (2) Monitor more regularly and precisely pupils' work in subjects other than English, mathematics and science and use the information to raise standards and inform planning to improve the quality of learning.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	8	7	0	0	0
Percentage	0	25	40	35	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 five 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)	23	161
Number of full-time pupils known to be eligible for free school meals		82

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	39

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	33

### Attendance

#### Authorised absence

	%
School data	7.1
National comparative data	5.6

#### Unauthorised absence

	%
School data	1.3
National comparative data	0.5



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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	7	10
	Girls	9	9	12
	Total	18	16	22
Percentage of pupils at NC level 2 or above	School	75 (74)	67 (74)	92 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	8
	Girls	9	11	11
	Total	17	20	19
Percentage of pupils at NC level 2 or above	School	71 (74)	83 (96)	79 (81)
	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	12	8	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	6	6	8
	Total	16	16	19
Percentage of pupils at NC level 4 or above	School	80 (81)	80 (81)	95 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	6	6	8
	Total	13	16	18
Percentage of pupils at NC level 4 or above	School	68 (76)	84 (67)	90 (81)
	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	8
Black – other	8
Indian	1
Pakistani	1
Bangladeshi	4
Chinese	0
White	105
Any other minority ethnic group	25

*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)	8.3
Number of pupils per qualified teacher	19.4
Average class size	23

#### **Education support staff: YR - Y6**

Total number of education support staff	6
Total aggregate hours worked per week	63

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	11.5

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	4.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

### **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	2000/01
	£
Total income	495,856
Total expenditure	505,625
Expenditure per pupil	2,690
Balance brought forward from previous year	48,837
Balance carried forward to next year	39,068

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

### **Results of the survey of parents and carers**

#### **Questionnaire return rate**

Number of questionnaires sent out	184
Number of questionnaires returned	25

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	20	4	0	0
My child is making good progress in school.	88	8	0	0	4
Behaviour in the school is good.	56	36	4	0	4
My child gets the right amount of work to do at home.	52	36	4	0	8
The teaching is good.	88	12	0	0	0
I am kept well informed about how my child is getting on.	76	20	0	0	4
I would feel comfortable about approaching the school with questions or a problem.	92	8	0	0	0
The school expects my child to work hard and achieve his or her best.	96	4	0	0	0
The school works closely with parents.	84	16	0	0	0
The school is well led and managed.	84	8	0	0	8
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	56	28	12	0	4