

INSPECTION REPORT

HORSENDEN PRIMARY SCHOOL

Greenford

LEA area: Ealing

Unique reference number: 101901

Headteacher: Mrs E J Walton

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 25 – 26 February 2002

Inspection number: 196539

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
Gender of pupils:	Mixed
School address:	Horsenden Lane North Greenford Middlesex
Postcode:	UB6 0PB
Telephone number:	0208 422 5985
Fax number:	0208 423 5189
Appropriate authority:	Governing body
Name of chair of governors:	Mrs R Thorndycraft
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
21079	Mrs L Woods	Registered inspector
9614	Mrs C Webb	Lay inspector
7420	Mrs A Simpson	Team inspector
21372	Mr K Hobday	Team inspector

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Horsenden Primary School is a very large school in the London borough of Ealing. There are currently 752 boys and girls on roll between the ages of 3 and 11 years. This includes 98 children attending school part-time in the nursery, some of whom joined the school in January. The school has pupils from a rich mix of different heritage backgrounds, many of whom travel considerable distances to attend this popular and over-subscribed school. Thirteen per cent of pupils are known to be eligible for free school meals, which is average when compared to the national picture. Over half of the pupils, 57 per cent, are learning English as an additional language, although only a few of these, around 5 per cent, are at an early stage of language acquisition. Pupils' attainment on entry to compulsory school is below average overall. Seventeen per cent of pupils are identified as having special educational needs, which is below the national average. A quarter of these pupils are at Stage 3 and above of the old Code of Practice¹ for the identification of such pupils, and five have Statements of Special Educational Need.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils join with below average levels of attainment and make good, and often very good, progress during their time in school. By the time they leave in Year 6, standards are above average in English, mathematics and science. Teaching is very good overall. Severe delays in the building programme mean that the school is still housed in overcrowded accommodation, two years after they expected to move into their new buildings. Teachers, however, work extremely hard to create a lively and stimulating learning environment, with notable success. As a result, pupils really enjoy coming to school and are eager to learn. The headteacher's dynamic and energetic leadership provides a very clear vision for the school, which is shared fully by all who work there. The school is managed very well by the headteacher, her enthusiastic deputy and all staff with management responsibilities. It provides very good value for money.

What the school does well

- The school is very well led and managed, communication is very good and all involved in the school share a common sense of purpose.
- The school's effective strategies to make the best use of pupils' individual learning styles and very good teaching result in above average standards in English, mathematics and science.
- Pupils really enjoy coming to school. Their personal development is very good and they have very positive attitudes to their work.
- The school makes effective use of the rich cultural heritage within its community and pupils' moral, social and cultural development is very good.

What could be improved

- Not all areas of the curriculum receive sufficient emphasis within the timetable.
- Teachers' marking of pupils' work does not always provide sufficient detail on how this could be improved.
- Pupils cannot all see the work on the interactive whiteboards.

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 good progress in addressing the issues from the last inspection in June 1997. All subjects are supported fully by schemes of work, and standards in design and technology are in line with expectations for pupils' ages. Resources for information and communication technology (ICT), and teachers' confidence in using these have improved considerably. The school has comprehensive and detailed assessment procedures in place, which are used well to monitor and record pupils' progress. Pupils' independence and knowledge of their own learning are impressive. The school's budget and spending are now monitored closely.

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act. Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

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	B	C	C	C
Mathematics	B	C	B	B
Science	B	A	B	B

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

The table shows that standards in the 2001 national tests for 11-year-olds were average in English, and above average in mathematics and science, compared both with the national picture and with similar schools. The pupils taking these tests made very good progress during their time in the juniors, and their results are a credit to themselves and the school. Attainment is steadily improving each year, in line with the national trend. Current pupils in Year 6 are on course to achieve above average standards in all three subjects, as a result of very good teaching.

In the 2001 national tests for 7-year-olds, standards in reading were above both the national average and performance in similar schools. In writing and mathematics, pupils attained average standards. Standards in these national tests have been improving steadily year-on-year, with the school's approach to *Effective Learning* having a significant impact on pupils' achievement. Current pupils in Year 2 are attaining above average standards in reading, and average standards in writing and mathematics.

The school sets realistic and challenging targets for pupils to reach in these national tests. More importantly, it sets and reviews regular individual targets in literacy and numeracy for all pupils. As a result, teachers have a very clear picture of the progress each pupil is making.

Across the curriculum, pupils attain standards in line with expectations for their age, although in ICT standards are below expectations for the oldest pupils. Almost all classes already make effective use of the interactive whiteboards, which have been very recently installed, and of the computer suite. The latter, however, has too few systems for whole class teaching and delays to the building programme and in the provision of suitable hardware have prevented the school from implementing new curriculum requirements fully. Children in the Foundation Stage² make good progress, particularly in their personal, social and emotional development. By the end of the reception year, children's attainment is in line with the expectations in the Early Learning Goals³ in all areas of learning, and they are very well prepared for compulsory school.

² [The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.](#)

³ [Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.](#)

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils really like coming to school, work very hard and enjoy all the activities provided.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in and around the school. They are polite and courteous towards their teachers, visitors and each other.
Personal development and relationships	Very good. Pupils are mature and considerate, and have a very well developed understanding of their own learning.
Attendance	Good.

Pupils' attitudes, behaviour and personal development are strengths of the school. Attendance is good, and pupils are keen to come to school. Extended, term-time holidays, however, take their toll on overall attendance figures. Although some pupils are late in the morning, this is mostly due to traffic problems.

TEACHING AND LEARNING

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

The quality of teaching is very good. Teachers work very hard to plan and deliver interesting and relevant lessons which capture pupils' imaginations very well, and the quality of learning is very good as a result. The *effective learning* approach ensures that all pupils are fully involved in lessons, and the school works very successfully to include all pupils in everything it does. Pupils have an exceptional understanding of their own learning, enjoy their lessons and work very hard. Teaching in English and mathematics is very good. Lessons are packed with activity and hum with an atmosphere of concentrated effort. Literacy and numeracy skills are taught very well and pupils make good, and often very good, progress in acquiring these.

Teaching in the nursery and reception classes is good. Teachers work very hard to provide lively and interesting activities, and encourage children to think and talk about what they are doing as they work and play. They are, however, hampered in their efforts by overcrowded classrooms, which are too small to meet the needs of the age group fully effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All statutory requirements are met, but not all subjects receive sufficient emphasis within the time allocated to them.
Provision for pupils with special educational needs	Very good. The special needs co-ordinator manages provision very well, and is already successfully implementing the new Code of Practice ⁴ . She knows her pupils very well, and is active and supportive in class and with groups and individuals withdrawn for additional help.
Provision for pupils with English as an additional language	Satisfactory. Provision is managed well by the part time teacher, who works closely with class teachers in planning for and supporting these pupils. The school, however, would like more in-class support time.

⁴ [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.](#)

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' personal, moral, social and cultural development is a high priority for the school and is very good. Provision is satisfactory for their spiritual development.
How well the school cares for its pupils	Good. The welfare and well-being of the pupils is central to the school's philosophy, with all policies and procedures designed to promote this well.

The school works hard to provide an interesting and relevant curriculum. The sensible emphasis on developing pupils' literacy and numeracy skills, however, is sometimes at the expense of other curriculum areas. Delays to the building programme mean that there is no space to provide extra-curricular activities, which are consequently unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is led with flair and vision and managed very well by the headteacher, deputy headteacher and senior staff. All staff share a common sense of purpose, clearly evident in the school's daily life.
How well the governors fulfil their responsibilities	Good. Governors fulfil their statutory responsibilities well and take a keen, practical interest in the work of the school.
The school's evaluation of its performance	Very good. The school consistently reflects on its work and continuously strives to improve its provision.
The strategic use of resources	Good. The school manages its budget well and makes full use of all resources for the benefit of the pupils.

The leadership of the school and highly effective delegation of management responsibilities are strengths of the school. The principles of best value are applied very well. The school does the best it can with its limited and inadequate accommodation and continuously seeks ways to improve the quality of education provided. Parents' and pupils' views are regularly consulted and all spending decisions are considered carefully.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Around 60 parents attended a meeting with inspectors and 62 per cent returned questionnaires.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school and behave well. • Teaching is good, with high expectations; children make good progress and become mature and responsible. • The school is led and managed well, and is approachable. 	<ul style="list-style-type: none"> • Some parents do not feel the amount of homework is right. • Parents would like to see a greater range of activities outside lessons.

Inspectors fully support parents' positive views of the school. Appropriate homework is set in each year group. Inspectors and the school agree with parents that more activities outside lessons could be provided, and the situation will be remedied when the school moves to its new buildings in September.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school is very well led and managed, communication is very good and all involved in the school share a common sense of purpose.

The headteacher provides very effective, dynamic leadership. Her vision for the school is stated very clearly in its mission statement and achieved very effectively in practice. She is supported fully by her enthusiastic deputy headteacher, senior management and all staff. The school has *Investors in People* status, and the success of this initiative is clearly evident in its daily life. Management of the school is highly effective, with clear delegation of responsibilities. All staff take their roles and responsibilities very seriously and work together as a harmonious and committed team. This ensures that the day-to-day running of the school is smooth and seamless, and viewed as an organisational miracle by those who facilitate and experience it!

Governors provide good, critical support for the headteacher in managing and monitoring the work of the school. Many work in school on a regular basis and they are fully involved in the development process, from its beginnings. The finance and premises committee, for example, is closely involved in setting and monitoring the budget. Governors bring a good degree of expertise to the school, which they share willingly. The governor with responsibility for special educational needs, for example, is a former nurse and takes a close, personal interest in this aspect of the school's work.

Communication is very good. The headteacher is a visible presence around the school and she and the deputy headteacher maintain a close personal relationship with all staff. The comprehensive staff handbook ensures that all teachers fully understand the school's ethos and routines, and supply teachers receive useful guidance on the school's procedures. The entrance hall bustles with activity and provides a warm, welcoming front to the school. Administrative staff are always on hand to provide willing assistance to parents, teachers, pupils and visitors. Parents are kept very well informed about the work of the school and the progress their children are making. Pupils' annual reports, for example, clearly indicate the level at which they are working and predict their attainment for the future.

The school's effective strategies to make the best use of pupils' individual learning styles and very good teaching result in above average standards in English, mathematics and science.

Children join the school with below average levels of attainment. They make good, and often very good progress throughout the school, and standards in the core subjects of English, mathematics and science are above average by the time they leave the school at the end of Year 6. This progress is evident in their books, and in lessons, where very good teaching creates an exciting atmosphere and pupils work hard to meet their teachers' expectations. All classes provide excellent stimuli for writing and spelling, with words and books displayed prominently. Creative use of displays is central to the school's philosophy. In a Year 6 classroom, for example, a science display challenges pupils effectively to research about the earth in space, and a lively display in a Year 1 classroom shows an interesting and imaginative mathematics investigation, using figures made of straws.

The school has very successfully adopted an *effective learning* style, which underpins all its work. This embraces the principles of *low stress and high challenge* for pupils and an understanding of how each individual learns best. Teachers work hard to ensure that lessons include visual, auditory and kinaesthetic (hands-on) elements to meet the needs of all pupils. Pupils respond very positively to this approach, and have an exemplary understanding of their own learning, through consistent sharing of targets and objectives throughout each session. Very good lessons were seen throughout the school, where teachers have high expectations and maintain a lively pace. In a Year 2 literacy lesson, for example, the teacher reads the story of *The Three Little Pigs* expressively, encouraging the pupils to join in and create characterisation very well. Relationships are very good, and teachers are careful to include all pupils including those with special educational needs and those learning English as an additional language in discussions and practical activities. In a Year 2 mathematics lesson, for example, the teacher encouraged all pupils to 'have a go' in a lively session using 100 number squares, reinforcing consistently the school's philosophy that there is no shame in being incorrect. Almost all lessons incorporate *Brain Gym* and other techniques, which help pupils to develop their powers of concentration very well. In a Year 6 literacy lesson, physical posture and music were used very effectively to deepen pupils' concentration. Pupils very

much appreciated the strategy to enhance their understanding of complex sentences, when they were given humbugs to eat whilst considering the zebra on a diet!

The school values highly the contribution of support staff and volunteer helpers, who make a valuable contribution to the quality of learning. They work effectively with individuals and groups of pupils to ensure all understand what is expected of them. In a Year 6 literacy lesson for less able pupils, the special educational needs co-ordinator and additional language support teacher provided invaluable support for the teacher in maintaining pupils' concentration and interest when investigating character profiles and alliteration.

Pupils really enjoy coming to school. Their personal development is very good and they have very positive attitudes to their work.

Pupils are very proud of their school. In discussion, Year 6 pupils say the best things about the school are the teachers, the fun they have and the welcoming atmosphere that includes everybody whatever their background. All lessons have a hum of purposeful activity and pupils work co-operatively and with great concentration to complete their assigned tasks. All pupils are very clear about their individual targets in literacy and numeracy, and are pleased and proud when they are achieved. Pupils enjoy taking responsibility and carry out their duties with serious concentration. Older pupils take care of younger ones very well and develop mature and sensible attitudes. Their views are sought regularly and a school council is planned for the near future.

The school makes effective use of the rich cultural heritage within its community, and pupils' moral, social and cultural development is very good.

Pupils' social, moral and cultural development is very good. School and class rules are negotiated each year, and pupils understand and follow these conscientiously. They have a clear, well-developed understanding of right and wrong, and how important it is to value each individual, whatever their background. 'It's the personality that counts,' was reported by Year 6. Group sessions known as circle time make an important contribution to this, as matters of immediate and wider concern are discussed sensitively. Using the local education authority's *Voices Project*, which involves a visiting theatre group every three years, pupils learn effectively to cope in uncomfortable situations and develop their own 'I' statements. Although there are few extra-curricular activities at present, pupils appreciate and enjoy visits and visitors, and older pupils look forward to a residential activity visit with eager anticipation. Pupils also have fond memories of many competitions, such as making Easter eggs, and school productions, particularly those in which teachers take part! The school celebrates the rich cultural heritage of its pupils very effectively. Pupils work alongside each other in complete harmony. Regular themed events, such as *Black History Month* and *Asian Awareness Week* provide excellent opportunities for pupils to gain an in-depth understanding of the culture and customs of different communities. Extensive displays, such as for *Asian Awareness Week* and *The Chinese New Year* reinforce this understanding in a lively and attractive way, and photographs record the events in lively detail. Representatives from all these communities make interesting and informative visits and pupils enjoy these activities, such as making clay pots during *Black History Month*. All opportunities to promote cultural development are seized. Class assemblies, for example, reflect on the similarities between festivals in different religions, such as Lent and Eid for Christians and Muslims.

WHAT COULD BE IMPROVED

Not all areas of the curriculum receive sufficient emphasis within the timetable.

The school sensibly places a very high emphasis on English, mathematics and science within the curriculum, and pupils reach high standards in these core subjects as a result. However, some other subjects have less time allocated, and are concentrated on less. Art and design, design and technology and music, for example, do not appear to receive the attention which would ensure that pupils' knowledge and skills in these subjects are developed progressively. Outcomes in these subjects are less visible around the school, and are less favourably reported on by pupils. The school could usefully review the balance of time given to all subjects in the National Curriculum. Opportunities could be provided to develop literacy and numeracy skills in other curriculum areas, such as extended writing in history and geography, and calculations in design and technology. Unidentified areas of the timetable, for example finishing off and free choice, need evaluating to ensure that they are the best use of the time available.

Teachers' marking of pupils' work does not always provide sufficient detail on how this could be improved.

Teachers mark pupils work in English very thoroughly. Detailed, helpful comments are recorded regularly, which boost pupils' self esteem and encourage them very effectively to reflect on their work closely and evaluate how they could improve. Pupils often respond to these with their own written comments, and a nice dialogue is set up. This excellent practice, however, does not extend to marking in mathematics and science. Much work is marked with just ticks, and comments in science tend to extend more to presentation and effort, rather than challenging pupils' scientific thinking. Some good comments were seen, but these were inconsistent between teachers and between topics. The school should consider reviewing its marking policy, so that pupils' knowledge and understanding is challenged as effectively in all subjects as it is in English.

Pupils cannot all see the work on the interactive whiteboards.

The school has recently acquired interactive whiteboards for all classes, which are already used very effectively in almost all classes. Teachers have embraced the new technology enthusiastically and appreciate fully its value in supporting teaching and learning across the curriculum. The school has carefully considered the cost of mounting the whiteboards and projectors, and sensibly decided that this would not provide value for money, because the equipment will shortly be moved into the new school building. However, this means that the technology contributes to problems in classrooms, which are already overcrowded. When teachers are using the interactive whiteboards, they need to take care to ensure all pupils can see the projected work. For example, when writing on the board, they must be sure that they do not obscure the work by standing between the projector and the board. Additionally, those pupils sitting closest to the projector can be dazzled by the light coming from it. Although this is difficult, the school should consider the seating arrangements in some classes to minimise this issue.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This is a very good school. In order to enhance further the high quality of education provided, the governors, headteacher and staff should now:

- review the balance of time allocated to each subject in the curriculum, to ensure pupils' knowledge and skills are developed progressively;
- improve consistency in teachers' marking of pupils' work;
- ensure the interactive whiteboards in each class are used as effectively as possible, until they are mounted in their permanent positions in the new school building.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	11	8	9	1	0	0
Percentage	0	38	28	31	3	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 three 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)	42	654
Number of full-time pupils known to be eligible for free school meals	n/a	91

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	5	108

English as an additional language

	No of pupils
Number of pupils with English as an additional language	322

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	50

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
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	44	45	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	37	41
	Girls	39	40	44
	Total	77	77	85
Percentage of pupils at NC level 2 or above	School	87 (87)	87 (88)	96 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	37	41
	Girls	39	37	42
	Total	77	74	83
Percentage of pupils at NC level 2 or above	School	87 (94)	83 (94)	93 (98)
	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	48	43	91

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	38	45
	Girls	38	33	41
	Total	79	71	86
Percentage of pupils at NC level 4 or above	School	87 (84)	78 (74)	95 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	35	44
	Girls	39	33	40
	Total	76	68	84
Percentage of pupils at NC level 4 or above	School	84 (78)	75 (73)	92 (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	40
Black – African heritage	18
Black – other	8
Indian	160
Pakistani	30
Bangladeshi	10
Chinese	12
White	108
Any other minority ethnic group	64

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	1	0
Other minority ethnic groups	1	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)	32
Number of pupils per qualified teacher	20
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	301

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	11

FTE means full-time equivalent.

Financial information

Financial year	2000 / 2001
	£
Total income	1,510,750
Total expenditure	1,474,901
Expenditure per pupil	1,967
Balance brought forward from previous year	40,882
Balance carried forward to next year	76,731

Recruitment of teachers

Number of teachers who left the school during the last two years	9.1
Number of teachers appointed to the school during the last two years	13.8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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 (pupils on roll in December)	738
Number of questionnaires returned	458
Percentage returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	2	1	0
My child is making good progress in school.	55	37	5	1	2
Behaviour in the school is good.	52	40	3	1	4
My child gets the right amount of work to do at home.	41	41	13	3	2
The teaching is good.	58	36	3	1	2
I am kept well informed about how my child is getting on.	47	38	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	59	34	3	3	1
The school expects my child to work hard and achieve his or her best.	59	34	2	2	3
The school works closely with parents.	46	39	8	3	4
The school is well led and managed.	61	30	4	1	4
The school is helping my child become mature and responsible.	55	39	3	0	3
The school provides an interesting range of activities outside lessons.	26	30	18	13	13