

INSPECTION REPORT

MAYFLOWER PRIMARY SCHOOL

Leicester

LEA area: Leicester

Unique reference number: 120018

Headteachers: Ms S Blamey and Mr P Fielding

Reporting inspector: Mr T Neat
20007

Dates of inspection: 7 – 9 May 2002

Inspection number: 198607

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 to 11
Gender of pupils:	Mixed
School address:	Mayflower Primary School Evington Drive Leicester
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Appropriate authority:	Governing body
Name of chair of governors:	Mr G Rawnsley
Date of previous inspection:	10/11/97

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated about two miles south east of Leicester city centre. The accommodation in the area served by the school is mainly semi-detached and terraced houses. Most families own their own properties. A high proportion of pupils come from homes in which extended families live together. Almost 91 per cent of pupils speak English as an additional language. This is very high. All but three per cent of pupils are from ethnic minority cultures. A great many of the pupils are at an early stage of English language acquisition. The main home languages spoken are Gujarati, Punjabi and Urdu. There are at least five others. The school has a determination from the local standing advisory committee for religious education that enables it to provide assemblies that reflect the range of faiths within it. Two people share the job of headteacher.

The school is bigger than other primary schools. There are 411 pupils currently on roll. Of those who are full time, 189 are boys and 176 are girls. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. The percentage identified as having special educational needs is below the national average. A broadly average percentage of pupils have Statements of Special Educational Need. The proportion of pupils arriving and leaving the school during term-time is high.

The building was adapted some years ago from a junior school to its present use as a primary school. A nursery caters for children from the age of three. Currently, 46 children attend for either the morning or afternoon sessions. The attainment of pupils joining the reception class is below average, and the English language development of many is well below average. The school has been oversubscribed in recent years.

HOW GOOD THE SCHOOL IS

Mayflower Primary is a very effective school. The very good teaching results in all pupils achieving very well. The headteachers, deputy headteacher and other key members of staff lead and manage the school very well. Their efforts ensure that teachers and pupils are enabled to do their best. Governors and parents lend their whole-hearted support. Everyone associated with the school is committed to doing their best for pupils, who respond very well by behaving admirably and showing very good levels of interest in their work. Mayflower Primary School works hard and very effectively to meet the needs of different groups of pupils. The school gives good value for the investment made in it.

What the school does well

- Pupils achieve very well.
- Teaching is very good.
- The school is led and managed very well.
- Pupils' behaviour, attitudes and personal development are very good.
- The school's partnership with parents is very constructive.

What could be improved

- Some of the ways in which pupils' writing skills are developed.
- The use of time.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since then it has made good progress. Standards have risen faster than the national trend, thanks in good part to the great improvement in the quality of teaching, especially in the junior part of the school. At the time of the last inspection, one in five lessons was unsatisfactory. No unsatisfactory teaching was seen during the current inspection, and teaching is now judged to be very good overall. Many of those aspects of the school's performance praised in the last report, such as the promotion of pupils' personal development, the control of finances and the children's response to the opportunities provided by the school, continue to be well-developed features of the overall picture. The school's partnership with parents is still a great strength of its provision. The weaknesses found during the original inspection have all been tackled well.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	D	D	D	well above average A above average B average C below average D well below average E
Mathematics	B	A	B	A	
Science	A	A	A	A	

The school has been given two achievement awards in recent years to acknowledge the improvements it has made to the standards that pupils attain. When children join the reception class their attainment is below the level expected of their age group. This is especially true of their facility with English, since a great many are at an early stage in understanding and using this language. At the end of Year 2, pupils attain standards in reading, writing and mathematics that are good, compared with all schools, and with those which have a similar percentage of pupils known to be eligible for free school meals.

The table above shows that, at the end of Year 6, standards in English are below average compared with all schools and those with a similar proportion of pupils entitled to free school meals. Writing skills are weak compared with pupils' reading ability. Increases over the last two years in the movement of pupils in and out of the school during term-time and in the extent and nature of special educational needs have caused standards in English to fall. Of the pupils in Year 6 who took the tests in 2001, only 50 per cent had stayed in the school from the reception class. Bearing in mind the high percentage of pupils who do not speak English at home, the large proportion who are in the early stages of acquiring English language skills and the high level of pupil departures and arrivals, achievement in English is currently at least satisfactory. In mathematics and science, where pupils are less dependent on their English skills, they do much better. Standards in mathematics are above average when judged against all schools, and well above average compared with similar schools. Standards in science are well above average whether judged against all schools or similar ones. Taking English, mathematics and science together, standards at the end of the junior years are above average. The results of the national tests at the end of Year 6 in 2001 show that pupils make very good progress as they pass through the junior years.

The findings of the inspection reflect the test results. They show that pupils achieve very well. This is due largely to the very good teaching and the very good support given to both teachers and pupils by those who lead and manage. Inspectors judge that, by the time they start work on the National Curriculum at age six, pupils' attainment is broadly average, although the English language skills of many still lag behind the levels normally found. Standards in the infant and junior parts of the school are generally high, but writing skills are not good enough by the time pupils are 11. The school is aware of this and has already taken steps to improve this aspect of pupils' work. Since the last inspection, standards in design and technology and information and communication technology in the junior part of the school have improved, and are now satisfactory.

Boys achieve at least as well as others around the country compared with the girls. Pupils with special educational needs do well in relation to the targets set for them, thanks to the very good provision made for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. The pupils' enthusiasm for learning contributes greatly to the progress that they make.
Behaviour, in and out of classrooms	Very good. Pupils conduct themselves very well in classrooms and around the school.
Personal development and relationships	Very good. Pupils are tolerant and understand the needs of others. They respect each other and the adults who help them. Pupils of different races and faiths work and play together harmoniously.
Attendance	Satisfactory.

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.

Overall, teaching and learning are very good. Throughout the school the high expectations that teachers have of what pupils can achieve are a strength of the teaching. In infant and junior classes very good subject knowledge and very effective planning result in pupils gaining skills, knowledge and understanding very well. Generally, teachers' very good management of their classes ensures that pupils concentrate very well. Occasionally, however, teachers do not make it clear that they expect pupils to work hard and at a good pace. Sometimes pupils work noisily, affecting the concentration of others. Homework is used very well to support the work done in lessons. Overall, English, mathematics and the skills of literacy and numeracy are taught very well. The specialist teaching to support pupils for whom English is an additional language is very good. Teachers work hard and effectively to meet the needs of the different groups in their classes, often providing separate tasks which fit the next step in learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The strategies for developing literacy and numeracy skills have a very positive effect on pupils' achievements. Planning is based very securely on the results of assessment. More effective use can be made of teaching time, particularly before assembly. The provision for developing pupils' writing skills is not sufficiently wide ranging and systematic. The curriculum gives all pupils equal opportunities to succeed.
Provision for pupils with special educational needs	Very good. The support given to pupils with special educational needs is very well organized and very effective.
Provision for pupils with English as an additional language	Very good. The quality of this provision ensures that pupils who do not speak English at home gain the appropriate skills quickly. The work of the home-school liaison officer with children joining the school is of great value.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides well for pupils' personal development. Arrangements to promote moral and social development are very effective. The provision for cultural development is good. Opportunities to increase pupils' spiritual awareness are sometimes missed. Teachers do not always provide enough chances for pupils to reflect on what is said in acts of collective worship.
How well the school cares for its pupils	Very well. The support and guidance to help pupils to learn and to become more mature are very good. The school is aware of the need to ensure that training for child protection is up to date. Pupils' attainment is assessed very well and the information that is gained is used very effectively to influence teachers' planning. All pupils are cared for equally.

The school's partnership with parents remains very effective and constructive, and a strength of its overall provision. The links with parents and the whole-hearted support of individuals, The Sitara Ladies Group and the Friends of Mayflower Primary School are invaluable contributors to the school's success.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteachers collaborate very effectively to provide very clear educational direction for the school. The very able deputy headteacher supports them very efficiently. Senior managers and subject co-ordinators also work very well to raise standards. There is a very strong shared commitment to succeed. The clear emphasis placed on gathering and using information by all those involved in leading and managing is a strong feature of this aspect of the school's work. The school's aims, which are reflected very well in its daily life, are based very

	firmly on developing good relationships and providing equal opportunities for all pupils.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties well. They are very supportive of the school. Their role in shaping the school's future direction is developing well.
The school's evaluation of its performance	The school monitors and evaluates its performance very well. A three-year programme of review has been set up to further this aim. The standards that all groups of pupils achieve are analysed very effectively and used productively to raise standards.
The strategic use of resources	Very good. The school plans its spending very carefully. Expenditure is targeted very effectively on achieving school improvement objectives. Financial administration and control are very good. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress. • Their children enjoy attending school. • The teaching is good. • Behaviour is good. • The school is led and managed well. • They feel comfortable about approaching the school with questions or problems. • They believe that the school expects their children to work hard. 	<ul style="list-style-type: none"> • Some think that the amount of homework is not right. • A minority does not believe that an interesting range of extra-curricular activities is provided.

The vast majority of parents hold very positive opinions about the school. The inspection team fully endorses these views. Inspectors believe that homework is used very well by most teachers. They judge that a satisfactory range of activities is provided for pupils outside lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve very well.

1. English is an additional language for 92 per cent of the pupils. A large proportion of pupils, in all sections of the school, are at an early stage in acquiring English language skills. Despite getting a good start to their education in the nursery, children join the reception class with levels of attainment below the levels normally found. The percentage of pupils arriving at the school and leaving it during term time is high. Of the pupils in Year 6 who took the tests in 2001, only 50 per cent had stayed in the school from the reception class.
2. Notwithstanding these unhelpful factors, pupils achieve very well. This is borne out by the results of the national tests. Those conducted in 2001 show that, by the end of Year 2, standards in reading, writing and mathematics are above average. This is the case when the school's performance is measured against all schools or those with a similar percentage of pupils known to be eligible for free school meals.
3. By the time they reach the end of Year 6, pupils' standards, as shown by the tests in 2001, are above average overall. Taken as a whole, the results for English, mathematics and science are above average for all schools and those with similar levels of eligibility for free school meals. When the progress made in the junior classes by last year's Year 6, is judged against that in other schools around the country whose pupils finished Year 2 with similar test results, it is seen to be very good.
4. The school's standards are improving at a faster rate than the national trend. It has been given two national "Achievement Awards" in recent years in recognition of the progress it has made in raising standards.
5. The findings of the inspection reflect the test results. They show that pupils' very good achievements are due largely to very good teaching and the very good support given to both teachers and pupils by those who lead and manage. Since the last inspection, standards in design and technology and information and communication technology in the junior part of the school have improved, and are now satisfactory.

The quality of teaching is very good.

6. The main reason why pupils achieve very well is the very good quality of teaching. This has improved greatly since the last inspection, thanks to the arrangements put in place to monitor how effective teaching is. Senior staff, local education authority personnel and consultants have all helped to check the quality of lessons and to feedback to the teachers areas of strength and ways in which improvements can be made. As a result, although at the time of the last inspection one in five lessons was unsatisfactory, teaching is now consistently satisfactory and very good overall.
7. The basic skills of literacy and numeracy are taught very effectively. As a result, pupils gain skills, knowledge and understanding very well. In a mathematics lesson for pupils in Year 6, the teacher used a variety of approaches very successfully to help the class master solving word problems. The very good use of brief sessions in which pupils discuss how they will tackle the task they have been set, boosted basic speaking and listening skills in a Year 2 English lesson.

8. Teachers have high expectations of what pupils are capable of achieving. This empowers pupils to try to fulfil their potential. The teacher in a Year 2 English lesson set pupils the task of writing a report about an aspect of their science work, in which they had already learned about the extent to which living things depend on each other for food. This is usually not dealt with until pupils are significantly older. The challenging nature of the activities devised for different ability groups in a Year 6 science lesson ensured that all pupils made very good progress in developing their knowledge and understanding of the effects of exercise on the heart. The secret of the teacher's success was the extent to which she was able to set different tasks which pupils of different abilities were able complete by thinking and working hard.
9. Teachers know a good deal about the subjects they teach and how to help pupils to learn specific skills. This was evident in an information and communication technology lesson for pupils in Year 4, in which the teacher's confidence in instructing pupils to use a branching database produced good results and arose out of a good grasp of the subject. The teacher's good knowledge of the program ensured that pupils developed a clear understanding of how to use it. During a physical education lesson in Year 2, the teacher knew well that getting the pupils to explain what was working and what was not in their dance performance would help them improve. This had a positive effect on the progress that the class made.
10. The teachers work hard and effectively to meet the needs of the different groups in their care, often providing separate tasks to enhance their learning. The preparation by a Year 2 teacher of several different activities to build on pupils' existing knowledge helped to boost progress in a lesson about solving number problems. Other aspects of the teaching that impact well on the quality of pupils' learning and on the gains they make are:
 - [a] the very good management of classes and high expectations of pupils' behaviour. This ensures that pupils can concentrate well and work hard;
 - [b] the effective use of homework to support the work done in lessons; and
 - [c] the very good relationships that teachers build with their classes and with individual pupils. These increase pupils' levels of motivation and their interest in the lessons.

The school is led and managed very well.

11. At all levels, the contribution made by members of staff in management positions to the standards that pupils achieve and the quality of education is very good.
12. The headteachers, who share responsibility for running the school, do so very well. They work very effectively together to provide clear educational direction. Strategies for moving the school forward are set out in a very well thought out plan, which identifies very clearly the resources needed to bring about improvement. For example, not only are the costs of many of the actions needed identified, but the amount of time too. Their management is based firmly on a cycle of planning, monitoring, review and evaluation. As a result, the school is very good at checking how well it works. It is successful in gathering information and using what it learns to bring about change for the better.
13. The deputy headteacher is very able and supportive. She is very efficient and plays a very valuable role in many aspects of school life, including helping to decide the future direction of the school. Her analysis of the progress made by pupils and the use of this information to help teachers plan more effectively is a very important factor in helping to raise standards. Her successful management of areas such as special educational needs, the curriculum and information and communication

technology is very important to the success of the school. She has worked very successfully to ensure that standards in information and communication technology have improved significantly.

14. Members of the senior management team and subject co-ordinators work very effectively. They base their work on the principles of collecting information and using it to raise standards that inform so many of the school's efforts to improve. Even those co-ordinators appointed recently and who have not yet had the opportunity to monitor the quality of teaching and learning, place great importance on checking how well pupils achieve, and how effective the planning is in their curriculum area. This has a positive effect on pupils' achievements.
15. The governing body fulfils its statutory responsibilities well. Governors support the school very well and are committed and conscientious. They involve themselves well in the life of the school. They have recently set up a system in which individual governors take responsibility for gathering information about different subjects that will help them to further develop their role in planning for the future.
16. The clear sense of purpose evident in the running of the school stems from a strong, shared commitment to do the best for all the pupils and to help each one fulfil their potential. All members of staff are determined to give the pupils equal opportunities to succeed.

Pupils' attitudes, behaviour and personal development are very good.

17. The pupils are very keen to learn. Nearly all of them, even those quite young, will tell you what their favourite subject is. Usually there are several which they particularly like. In lessons, they are attentive and involve themselves closely in the activities that the teachers provide. They enjoy coming to school. The overwhelming majority of parents who responded to the pre-inspection questionnaire testify to this.
18. Pupils behave very well. In the classrooms, this helps them greatly to make progress. In the dining room and the playground, no unhelpful behaviour was seen during the inspection. Pupils' talk and play are constructive, and usually based on a developing understanding of the needs and feelings of others. Racial harmony is established well.
19. Relationships between pupils and with the adults who help them are very good. This impacts very well on the work that pupils do. In a lesson for pupils in Year 4 in the computer room the effectiveness with which pupils collaborated to take turns and help each other had a positive impact on the success of the lesson. The very good way in which the teachers relate to their pupils has a clear effect on the harmonious atmosphere created in the classrooms.
20. The good provision that the school makes for pupils' personal development creates a climate in which they feel confident to use their initiative. Older pupils demonstrate this everyday in taking over the school office during the lunch hour, answering the phone and dealing efficiently with the matters that arise. They respond to topical issues compassionately, requesting that they be allowed to organize fund-raising to help the victims of natural disasters.

The school's partnership with parents is very constructive.

21. The governors and staff work hard and successfully to make sure that parents feel that they can approach the school freely. They have set up an "open door" policy,

which is much valued by the parents. The vast majority of parents replying to the inspection questionnaire said that they feel confident about approaching the school.

22. The school works very effectively to provide information for parents through, for example, regular newsletters and, recently, the setting up of a website. Bilingual members of staff are available to translate during parents' consultation meetings with teachers. Parents can come into school for an oral translation of any information sent home. A very good system of posting information about the work pupils will cover each term outside classrooms, together with guidance about how they can help their children at home, allows parents to involve themselves very well in their children's education. This has a positive effect on the progress that pupils make.
23. Parents respond very well to the opportunities provided by the school. Many come into school to help in a variety of ways, including assisting with swimming sessions, in the library and the classroom. The Sitara Ladies Group and the Friends of Mayflower Primary School take responsibility for bringing the school community together in social events and to raise funds. Both organizations are well established and their work is greatly valued by both the school and parents. Everyone works together to promote the interests of the pupils.
24. Parents also take advantage of the opportunities provided by the school for developing their own literacy and numeracy skills, using the crèche facilities to enable them to concentrate fully on their studies.

WHAT COULD BE IMPROVED

Some of the ways in which pupils' writing skills are developed.

25. The school has the improvement of writing skills as one of its chief objectives in raising standards. Many steps have already been taken to close the gap between pupils' attainment in reading and their performance as writers. These are beginning to bring about improvements in the teaching of these skills.
26. By the end of Year 2, in writing about topics such as "Monsters Inc", most pupils set their work out in sentences using capital letters and full stops fairly consistently. Their spelling of simple words is usually accurate and their handwriting has regularly shaped letters and is legible. Some pupils join their letters. When writing stories, pupils tell the tale effectively, but do not use sufficiently interesting vocabulary or engage the reader by adding adjectives or adverbs to enliven the narrative.
27. By the time they reach the end of Year 6, pupils' handwriting is clearly formed, fluent and joined. Punctuation skills are developing well, but spelling is inconsistent, with words such as "does" being spelt inaccurately and more difficult ones such as "harmful" recorded correctly. In writing tasks, pupils sometimes show originality. For example, one pupil created a good ending to a letter to someone complaining about spiders by saying, "Think of them as your neighbours." Generally, sentences are grammatically correct and sequenced effectively, but few are complex. Words are not chosen adventurously and ideas are not developed into writing of suitable length. The pupils themselves sometimes recognize this. A girl wrote as part of an evaluation she made of her own work, "I think I did quite well, but I could have written more than I have done".
28. Teachers provide a wide range of writing opportunities and have high expectations of pupils, especially in relation to non-fiction tasks such as compiling reports. However,

there are a number of matters, some of which the school already has plans to address, which impinge on the progress that pupils make:

- [a] the scrutiny of pupils' work shows that overall, pupils do not write at length sufficiently often;
- [b] in some age groups such as Year 2, the planned programme for writing results in pupils not writing at length for significant periods;
- [c] compared with some schools, pupils have relatively little contact with writers and poets, including those from their own cultures;
- [d] targets set for pupils to improve their writing skills are not always reviewed sufficiently often or made more difficult if necessary;
- [e] opportunities for extended writing are only timetabled for Year 6;
- [f] the school has not devised and implemented a strategy for developing writing skills in different subject areas;
- [g] a sustained, wide-ranging and systematic approach to enhancing language acquisition is not evident in all lessons, for example, key vocabulary is not always discussed and displayed for pupils to use and remember; and
- [h] there is a limited range of audiences for pupils' writing. There are not enough opportunities for pupils to write so that their work is read by someone other than their teachers.

The use of time.

29. Overall, the breadth and relevance of the range of learning opportunities provided by the school contribute well to the standards that pupils attain. The programme of study that pupils follow is balanced in terms of the time that is given to each subject. However, the use that is made of time is not always as effective as it might be, for the following reasons:

- [a] the period from 8.45 am to 9.00 am is not used consistently well across the school; and,
- [c] time is not used efficiently for example, to develop literacy, numeracy and computer skills in other subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. The school should now:

- (1) raise standards in writing by:
 - [a] providing more effectively opportunities for pupils to write at length;
 - [b] at the earliest opportunity, expediting plans to implement a strategy for developing writing skills in different subject areas;
 - [c] exploring opportunities for pupils to talk to writers and poets;
 - [d] reviewing its use of target setting to improve writing attainment;
 - [e] ensuring that a systematic approach to language acquisition is implemented in as many lessons as possible, and
 - [f] increasing the range of audiences for whom the pupils write.
- (2) review the use of curriculum time in order to:
 - [a] make consistently good use of the time before assembly; and,
 - [b] identify when teaching time in different subjects can be used to develop literacy, numeracy and computer skills.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	8	2	0	0	0
Percentage	0	47	42	11	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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	365
Number of full-time pupils known to be eligible for free school meals	0	43

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	2	56

English as an additional language

	No of pupils
Number of pupils with English as an additional language	373

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	62
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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	28	25	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	21	25
	Girls	20	23	24
	Total	43	44	49
Percentage of pupils at NC level 2 or above	School	81 (85)	83 (77)	92 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	25	21
	Girls	22	24	19
	Total	45	49	40
Percentage of pupils at NC level 2 or above	School	85 (83)	92 (85)	75 (85)
	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	24	30	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	23
	Girls	23	25	29
	Total	38	44	52
Percentage of pupils at NC level 4 or above	School	70 (74)	81 (89)	96 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	19	21
	Girls	23	27	29
	Total	36	46	50
Percentage of pupils at NC level 4 or above	School	67 (74)	85 (85)	93 (87)
	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	2
Black – other	1
Indian	224
Pakistani	54
Bangladeshi	5
Chinese	0
White	6
Any other minority ethnic group	36

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.5
Number of pupils per qualified teacher	19.7
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	90.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	8
Total aggregate hours worked per week	93.5
Number of pupils per FTE adult	15

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	745,151
Total expenditure	747,413
Expenditure per pupil	1,926
Balance brought forward from previous year	29,743
Balance carried forward to next year	27,481

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

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

FTE means full-time equivalent.

Results of the survey of parents and carers at Mayflower Primary School

Questionnaire return rate

Number of questionnaires sent out	413
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	15	2	0	0
My child is making good progress in school.	61	37	1	0	1
Behaviour in the school is good.	57	39	2	0	2
My child gets the right amount of work to do at home.	50	31	12	5	2
The teaching is good.	67	30	1	0	2
I am kept well informed about how my child is getting on.	59	30	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	32	4	3	1
The school expects my child to work hard and achieve his or her best.	66	26	4	1	3
The school works closely with parents.	56	32	8	0	4
The school is well led and managed.	62	32	2	0	4
The school is helping my child become mature and responsible.	56	33	6	0	5
The school provides an interesting range of activities outside lessons.	38	36	15	5	6