

# INSPECTION REPORT

## **SAINT MARY CATHOLIC PRIMARY SCHOOL**

North Kensington, London

LEA area: Kensington & Chelsea

Unique reference number: 100499

Headteacher: Mrs Anne Nugent

Reporting inspector: Mrs Frances Forrester  
11590

Dates of inspection: 11 – 12 March 2002

Inspection number: 230375

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: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: East Row  
North Kensington  
London

Postcode: W10 5AW

Telephone number: 020 8969 0321

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Appropriate authority: The governing body

Name of chair of governors: Mr Steve Maingot

Date of previous inspection: 23 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's Catholic Primary School is situated in the London Borough of Kensington and Chelsea. The school is larger than average, with 419 pupils on roll, and an almost equal number of girls and boys. The nursery has 30 full time places and there are 60 children in the reception classroom, working with two teachers. Over half of the pupils are learning English as an additional language, and the largest ethnic groups are black Caribbean, African and other black cultures. The main languages are Portuguese and Tagalog, but there are also pupils who speak Arabic, Spanish or Polish. The school's intake reflects a variety of socio-economic backgrounds and over a third of the pupils are eligible for free school meals. There are 117 pupils with special educational needs, and three pupils have educational statements. This is above average. The nature of these special educational needs is mostly moderate learning, emotional, or behavioural problems. A school hall was being built during the inspection, and pupils had to go to another school for midday meals. The school has difficulties recruiting and retaining staff because local housing is very expensive. In the last two years, 16 teachers have left and 14 have been appointed. There was one temporary teacher at the time of the inspection. The main focus of the inspection was the school's development in Information, communication technology.

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

St Mary's Catholic Primary is a very effective school with some excellent features. The most successful leadership, when combined with consistently good quality teaching, results in high standards and a very good education for its culturally diverse community. The school gives very good value for money.

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

- The leadership of the senior management team is outstanding and this has a very positive impact on the school's very successful performance. The strong commitment of the staff to promoting high standards results in very high national test results.
- The school's use of modern technology is outstanding and pupils' high standards of work in information and communication technology are impressive.
- The quality of the teaching is a great strength and it has a positive impact on promoting very good attitudes to learning. Pupils' behaviour is very good. Both of these aspects make a powerful contribution to the progress of pupils.

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

- The number of computers could be increased so that pupils have more access to them.
- The size, decoration and physical condition of the nursery, and the provision of carpeting in the reception classroom to reduce unnecessary noise.

*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 been very successful in improving the quality of education and provision since the last inspection in 1997. The school was already considered to be good at that time, but it has done all it can to improve pupils' performance in national tests. The numbers of pupils who attain above average results is remarkable, and pupils who are learning English as an additional language and those with learning difficulties usually achieve as well as their peers. In 2001, the performance of seven year olds and higher attaining pupils was particularly good. Information and communication technology is now a great strength of the school's provision. Pupils benefit from talented teaching, and their computer skills are much more advanced than in most other primary schools. Pupils' standards in art are also very good and much improved since 1997. There is a wide range of impressive work using a variety of media displayed around the school. The leadership and management of the school have been developed well. Governors are very enthusiastic and they now successfully fulfil all of their legal responsibilities. The

quality of teaching is improved and it is now a great strength. Many lessons are now very good or excellent. This good teaching combined with the successful implementation of an effective behaviour policy has significantly improved pupils' behaviour.

## 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	B	B	A*
mathematics	A	B	A	A
science	A*	C	A	A

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

This is an impressive set of results, particularly in view of the high number of pupils, almost one third, who are learning English as an additional language. When the school's performance is compared to other similar schools, the Year 6 results in 2001 in English are in the top five per cent nationally. In mathematics and science the standards are well above average. The seven year olds' results in 2001 are also in the top five per cent for reading and mathematics when they are compared with similar schools. The school effectively monitors pupils' work to ensure high standards are sustained. Pupils are well motivated and they take great care with their presentation and handwriting. They set out scientific diagrams very neatly. The older pupils often correct their misspelled words. During the inspection the high standards in English and mathematics were confirmed and, in addition, high standards were observed in information and communication technology and art and design. In science lessons pupils have consistently good standards, which are above average. Pupils make very good progress so that, by the time they leave the school, all pupils including those with special educational needs have achieved as well as they can. There is no evidence of any groups of pupils underachieving.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes and are enthusiastic about their work. They respect their teachers and other members of staff.
Behaviour, in and out of classrooms	Behaviour is very good and there are very clear procedures in place for promoting and rewarding good behaviour.
Personal development and relationships	Pupils have great respect for the values and beliefs of others. They have very good relationships with each other and with staff. Personal development is a great strength of the school's provision.
Attendance	Pupils' attendance is below average but there is no unauthorised absence. Lessons start promptly and no time is wasted at the start of a session.





## TEACHING AND LEARNING

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

Very good quality teaching has a very successful impact on pupils' learning. Every opportunity is made to reinforce learning; the teaching captures and holds the interest of pupils right from the start. Pupils are managed well and the teachers have high expectations. The National Literacy and Numeracy Strategies have been successfully implemented and, in these lessons, the quality of teaching is good and often very good. Where the teaching was satisfactory, as opposed to good, the class management was not consistently effective; this meant pupils were not as well motivated, and they lost their concentration at times. Children have a very good start to their formal education, because the quality of the teaching in the Foundation Stage is very good. Members of staff successfully promote the areas of learning that are expected for the youngest children. There is very effective teamwork and meticulous planning which involves support staff and volunteer parents. The school does its utmost to meet pupils' individual needs. Teachers are totally committed to supporting all pupils, including setting appropriate challenges for the gifted and talented. Support staff are used well, although in the few less effective lessons they have less impact on pupils' learning. There is very successful support from a specialist teacher for the many pupils who are learning English as an additional language. They respond well, learn quickly and make good progress. Pupils with special educational needs are also given very good support. This ensures they progress and attain as well as they can and most achieve their potential.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A very good range of learning opportunities is provided in the nursery and reception classes. Throughout the school, a very good curriculum and wide range of additional activities build on this strong foundation.
Provision for pupils with special educational needs	Very good support is given to pupils with special educational needs and they achieve as well as they can and are enthusiastic.
Provision for pupils with English as an additional language	Pupils who are learning English as an additional language make good progress. Specialist teaching reinforces communication skills and gives pupils confidence to speak out in a large group.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development and their spiritual, moral, social and cultural development. The school celebrates its religious faith and the community's cultural diversity.
How well the school cares for its pupils	The school has outstanding procedures in place to care for its pupils.

A school priority is the promotion of a greater awareness of global issues and world current events. The school meets all legal requirements for the curriculum. The excellence shown in the way the school cares for its pupils is striking. It ensures all pupils are highly valued.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding leadership from the headteacher and senior management team ensures successful management from other key staff and a total commitment to school improvement.
How well the governors fulfil their responsibilities	There is a very effective governing body, which is actively involved with the school. Governors are very enthusiastic and proud of their school.
The school's evaluation of its performance	The school's use of modern technology as a management tool is impressive. This has a very significant impact on the school's monitoring and evaluation of its performance.
The strategic use of resources	The school makes the best use of any available resources.

The high quality leadership and management are great strengths, and the school successfully applies the principles of best value to its work. The school building is in the process of being developed to include a large school hall. The staff is looking forward to having this facility as they have had to manage without a hall for two years. However, the nursery accommodation is old and shabby and in need of refurbishment. The two reception classes have 60 children sharing the same room. The uncarpeted floor means that it can be very noisy at the end of activities as everyone helps to pack equipment away.

## 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>The high standards of pupils' work.</li> <li>That pupils are well cared for and successfully supported.</li> <li>The school's new behaviour policy is successful and working very well. Pupils are well aware of rewards and sanctions.</li> <li>The new information and communication technology suite is well used and motivates pupils to enjoy using computers.</li> </ul>	<ul style="list-style-type: none"> <li>They would like to see the school receive funding so that more computers can be purchased.</li> <li>The quality and range of playground play equipment.</li> </ul>

The inspection team agrees with parents' comments. Parents are clearly well informed about the strengths of the school. The number of computers is below the national average and, although information and communication technology is used very effectively, more resources would provide the opportunity for further development. While builders are on site and the new hall is being built it is difficult for the school to develop the playground. However, the school has already made plans to develop the play equipment in the future.

## **PART B: COMMENTARY**

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

**The leadership of the senior management team is outstanding and this has a very positive impact on the school's very successful performance. The strong commitment of the staff to promoting high standards results in very high national test results.**

- 1 The impressive leadership is the driving force for sustaining successful teaching and high standards of work throughout the school. The headteacher has strong Christian values and a firm belief in the principles of high quality education for all pupils. An excellent partnership has been established with the deputy headteacher and other members of the senior management team. There is a very strong working relationship and a clear commitment to school improvement. The community spirit and the loving care that the staff shows for pupils are striking. These are built on mutual respect, a celebration of cultural diversity and an effective partnership between the school, the home and the parish. "Learning together in faith and love" is the school mission statement, and this is most successfully reflected in the ethos of the school.
- 2 The headteacher uses effective delegation to manage change. This is most apparent in the improved performance in information and communication technology and in the school's excellent use of modern technology, which is more advanced than in most primary schools. The senior management team is the driving force behind the school's impressive performance in national tests. The pupils' results in 2001 speak for themselves. Against schools with a similar intake and schools nationally, St Mary's results are well above average for both seven and 11 year olds in English, mathematics and science. In the last inspection, the seven year olds' standards were below average and the school was criticised for not challenging higher attaining pupils throughout the school. The school took up this challenge and, in less than three years, the seven year olds are now achieving high standards and the numbers of pupils who attained higher levels in national tests has significantly increased. During the inspection, inspectors were impressed with standards of pupils' work throughout the school. Displays of artwork around the school are impressive and pupils use a wide range of media. The school carries out a very useful analysis of its results, and teachers effectively monitor pupils' progress to check no one is falling behind. Gifted and talented pupils are identified early in the reception classes, and teachers set them additional challenges and extension work. Analysis of pupils' results show that they achieve equally well whatever ethnic background they come from. There is no difference between the performance of girls and boys.
- 3 There are now very clear and concise schemes of work and a wide range of policy documents that are readily accessible to all staff on computers. As the school suffers from a high staff turnover, these improvements make it much easier for new teachers or any on temporary posts to take over a class without impeding pupils' progress.
- 4 The school manages its finances very efficiently, which allows it to provide a high level of learning support for its pupils. This is used well and enables the school to sustain its good performance. The school does not benefit from additional funding from central government. Consequently, budget decisions have to be made very carefully. Although there is presently a very large reserve, this is earmarked to fund the new hall.

**The school's use of modern technology is outstanding and pupils' high standards of work in information and communication technology are impressive.**

- 5 The school has recently been refurbished and it is now most attractive and accessible. In particular, a modern and well designed computer suite has been constructed above the library to create an information centre for the school. Computers are a fundamental component of the school's management systems. Efficient programs have been introduced for monitoring pupils' attendance, library records and other administrative procedures. The teachers can easily download their lesson planning, timetables and school policy documents from a server. They find this helpful and it gives them time to focus on more important activities, such as monitoring pupils' progress or evaluating the effectiveness of their teaching. The school says this has led to a confident school community. There are sophisticated systems in place for both teachers and the senior management team to monitor the progress of all pupils. For instance, teachers can compare their class performance year on year. The senior management team closely monitors the performance of each year group and ethnicity. If any pupils seem to be underachieving, they are quickly detected. If this is the case, teachers have easy access to the National Curriculum programmes of study so they readily identify alternative activities at an easier level. This is particularly helpful for pupils with special educational needs or those who are learning English as an additional language.
- 6 The school is very much aware of new government initiatives, and staff feels it is important for pupils to be computer literate in the 21<sup>st</sup> century. The school now focuses much more on pupils' learning than it did in the past. Teachers recognise there are different ways to learn, and they believe that confidence in information and communication technology raises pupils' and teachers' self esteem and demonstrates that learning overrides the barriers of age and status. The school is currently developing its own attractive web site.
- 7 Pupils throughout the school are very enthusiastic about their computer work. In the nursery children know how to control a mouse and they confidently use simple programs. By the time they reach the reception class they can save their work and know how to print. They attain well above the national expectations for their age group, know a range of computer terms, and can delete text and insert spaces, capital letters and full stops. Six and seven year olds use icons as a quick way to access files. They have an early understanding of different fonts. They make choices and recognise that devices respond to different commands and signals. They practice word processing skills on a laptop computer, which is a useful reinforcement of literacy as they are effectively learning basic grammar and spelling. By the time they are seven pupils use the internet, retrieve information, and save it to a file. In older classes, pupils have not benefited from the same good quality early development of computer skills but they are quickly catching up. For instance, they confidently use the internet to research their history topic on ancient Egypt and readily use a menu and index. They copy the information to their personal files to save it for future use. The easily accessible library below the information and communication technology suite is an important information source for older classes. The school organises a library club for pupils in Years 3 – 6. Pupils not only have access to books, they use computers with supervision and even access the internet to research a topic for homework. Alternatively, they can practice and improve their own word processing skills on a laptop computer.
- 8 The quality of information and communication technology teaching is always good, and often excellent. They truly value very successful support from the information and communication technology technician who is also the school services manager. During the inspection, the four excellent lessons all involved information and communication

technology. Three of these lessons were totally devoted to teaching discrete information and technology skills but in the fourth, a numeracy lesson, the teacher effectively used an interactive white board to demonstrate multiplication by 10 and by 100. The teachers usually work together, beginning with an introduction, led by one of the teachers. This generally focuses on teaching keyboard skills to the class; after this, one group has to work in another room on a totally different activity with their teacher. For instance, the reception class children who were withdrawn to another room spent the time reinforcing counting to 10 with their teacher using a program called 'Talking Books'. Meanwhile the rest of the class practised computer skills in the information and communication technology suite. Teachers have high expectations of their classes and as a result all pupils, including those with special educational needs, achieve well and attain high standards.

**The quality of the teaching is a strength and it has a positive impact on promoting very good attitudes to learning. Pupils' behaviour is very good. Both of these aspects make a powerful contribution to the progress of pupils.**

- 9 The very good quality of the teaching is remarkably consistent, considering the school's high turnover of staff. Of 29 lessons observed, 26 were good, very good or outstanding. All lessons were at least satisfactory. This is an improvement since the last inspection, when some lessons were unsatisfactory. The school has very good procedures in place for appraising teachers' capabilities. These ensure pupils benefit from good teaching. The school is committed to celebrating the local community's cultural diversity. Strong teaching successfully promotes all pupils' learning and helps them to acquire a good knowledge and understanding. There is no evidence of any groups missing out.
- 10 The very good quality of the teaching ensures that pupils have positive opportunities to learn successfully. In the Foundation Stage<sup>1</sup>, the planning is meticulous and this is particularly important in the two reception classes, which work together during group activity time. A wide range of learning opportunities promotes children's learning and well chosen topics provide the basis of most of their work. For instance, during the inspection the children were considering gardens and growth. They had planted vegetable seeds, observed, and measured the growth of the shoots. In literacy, they were enjoying the story of 'Jasper's Beanstalk', which led to them writing simple stories, counting leaves and adding numbers together on a butterfly picture. The children painted pictures and used a wide range of creative materials. They played in an imaginary garden centre, which even advertised its website at the door.
- 11 In English and mathematics, teachers always ensure the basic skills are well taught. They have a good knowledge of the national strategies, and parents feel the National Numeracy Strategy has a significant impact on pupils' ability to recall mental calculations. One very good example of a successful English lesson was in Year 6; pupils were learning about the use of simile and personification in poetry. At the end of the lesson they were asked to give some examples and 'the wind spirits through the jungle' and 'the stars dance in the glittering moonlight' were just two of their suggestions.
- 12 Throughout the school, teachers have clear learning objectives for their lessons. Teachers group their pupils carefully, vary their activities and consider the best methods to use. They make good use of the school's resources. They carefully provide equal opportunities, and endeavour to include all pupils in class discussions. The lessons proceed at a good pace, which keeps pupils interested and well motivated. Gifted and

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<sup>1</sup> Foundation Stage is the formal name given to the nursery and reception classes. Children cover activities, which promote their personal, social and emotional development, communication, language and literacy, mathematical development, creative and physical development and their knowledge and understanding of the world.

talented pupils are identified early and are set additional extension work. Specialist teachers give very effective support for pupils with special educational needs or those who need help to be confident in their language acquisition because they are learning English as an additional language. These features, together with the teachers' enthusiasm and their commitment to their work, contribute to the high levels of achievement and the good progress pupils make.

- 13 An example of an outstanding information and communication technology lesson in Year 2 demonstrates the skilful promotion of independent learning in a lesson. The teacher's strong class management led to six year old pupils staying fully engaged throughout the lesson. Pupils made suggestions and expressed their own ideas, and the teacher allowed them to learn from their mistakes. Pupils had the freedom to enter a password, access an index and retrieve information to save in their individual files. The teacher's subject knowledge was very good and her skilled summary of learning points as the lesson proceeded proved a valuable way to reinforce pupils' computer skills.
- 14 When the teaching is not as effective, lessons lack the pace of the rest, and pupils lose their concentration. Too much time is taken up with the teacher talking and pupils sitting and listening passively. The teacher's subject knowledge is not convincing.
- 15 Very good support is given to pupils with special educational needs, both in lessons and in small group or individual activities. The teacher who is responsible for special educational needs provision keeps very detailed records and she successfully monitors pupils' progress. Teaching is sympathetic and in most cases challenging, to ensure that pupils learn successfully and make good progress.
- 16 The many pupils in the school who are learning English as an additional language have very good support. Every opportunity is taken to help them to understand and to make good progress in their acquisition of English. The school library has books in dual languages, and visual cues are usually evident during lessons. Teachers do their utmost to give support and they pay attention to correcting pupils' grammar. They explain tasks well and use skilled questioning techniques to develop pupils' understanding. The language support teacher is talented; she prioritises fluent communication. Pupils respond very well to her teaching and encouragement, so that they soon become confident to speak out and express their ideas in a large group.
- 17 In the last inspection, some teachers who were responsible for overseeing a particular subject had not monitored the quality of the teaching and learning throughout the school. There is now an ongoing and successful programme of monitoring, and the teachers who are responsible for the management of a subject report the results of this evaluative work to the senior management team. Regular classroom observations now take place as part of the school's performance management policy and any staff training needs are linked to the School Improvement Plan. In addition, pupils' books are carefully scrutinized to check work is tidily set out and appropriately marked. This ensures pupils achieve well and that they are highly motivated to work hard and do their best. The school's newly implemented behaviour policy has successfully influenced better pupils' attitudes. It was necessary to exclude a number of pupils to demonstrate that aggressive behaviour will not be tolerated.

## **WHAT COULD BE IMPROVED**

**The number of computers could be increased so that pupils have more access to them.**

- 18 The school has appointed an extremely effective teacher to be responsible for developing information and communication technology. Already her very positive influence is having a significant impact on promoting teachers' confidence in this subject

and raising pupils' standards of attainment throughout the school. Time is allocated for her to work alongside other teachers, often leading the development of pupils' computer skills. However, when pupils have a chance to practice these skills there are insufficient computers for them to all work independently. The teachers compensate by allowing a group to practice word processing on laptop computers while another group is withdrawn to another room to practice numeracy or literacy skills, using an interactive white board. This room could easily become a second computer suite if there were more computer resources. The pupils are so enthusiastic and progressing so well with the present arrangements that more computers would mean there would be no holding them back! The school knows that the number of computers compared to the number on roll is lower than the recommendation from the Department for Education and Skills. However, there are insufficient school funds available to rectify this situation. The ratio of computers to the number of pupils in the school is one to 15, which is too low.

**The size, decoration and physical condition of the nursery and the provision of carpeting in the reception classroom to reduce unnecessary noise.**

- 19 The nursery was originally erected in 1976 when the school was much smaller. The accommodation is only sufficient for one class and it is presently overcrowded. Children would benefit from having more space and this would impact on their learning. The nursery is also in urgent need of decoration and refurbishment. Members of staff do their utmost to create a stimulating atmosphere for the children. They put up attractive displays and use other imaginative ideas to cover up the shabby building. For instance, decorating the cloakroom as a garden by hanging up strips of translucent green paper to represent plant life. The facilities are out of date. Children have advanced computer skills, but the computer has to be set up in the cloakroom, which means the only available space is restricted by hanging coats. Although there is an outside play space, there is limited cover and as a result, it is impossible for children to play outside in inclement weather.
- 20 The two reception classes share a large room, which was originally a hall. The staff work very effectively as a team and their class management is meticulously planned and very effective. However, the noise of children moving their chairs across the wooden floor adds to the high noise level at informal times. A carpet would eliminate this and make the room feel warmer and quieter for this large group of children.

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

**In the context of the school's many strengths, the following minor points for improvement should be considered in the school's action plan:**

- 1 Seek additional funding so that more computers can be purchased to allow pupils to practise regularly their computer skills.
- 2 Review the school budget allocations or seek further funding to decorate the nursery and carpet the reception classroom.

## 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	8

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	12	3	0	0	0
Percentage	14	34	41	10	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 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)	30	389
Number of full-time pupils known to be eligible for free school meals	0	159

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	0	117

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	134

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	6.5
National comparative data	0.5

School data	0.0
National comparative data	5.2

*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	27	30	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	27
	Girls	28	28	28
	Total	53	55	55
Percentage of pupils at NC level 2 or above	School	93 (93)	96 (87)	96 (93)
	National	84 (83)	89 (88)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	27	24
	Girls	28	28	29
	Total	53	55	53
Percentage of pupils at NC level 2 or above	School	93 (84)	96 (87)	93 (91)
	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	22	24	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	21
	Girls	21	20	24
	Total	39	37	45
Percentage of pupils at NC level 4 or above	School	85 (83)	80 (76)	98 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	21	20	24
	Total	40	39	44
Percentage of pupils at NC level 4 or above	School	87 (81)	85 (74)	96 (85)
	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	122
Black – African heritage	18
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	148
Any other minority ethnic group	99

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	5	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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)	20
Number of pupils per qualified teacher	21
Average class size	28

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

Total number of education support staff	10
Total aggregate hours worked per week	128

#### **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	3
Total aggregate hours worked per week	70
Number of pupils per FTE adult	8

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/1
	£
Total income	1,239,021
Total expenditure	1,213,447
Expenditure per pupil	2910
Balance brought forward from previous year	115,644
Balance carried forward to next year	142,399

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	16
Number of teachers appointed to the school during the last two years	14
Total number of vacant teaching posts (FTE)	1
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)	1

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	419
Number of questionnaires returned	79

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	14	1	0	0
My child is making good progress in school.	81	19	0	0	0
Behaviour in the school is good.	67	31	3	0	0
My child gets the right amount of work to do at home.	62	29	9	0	0
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	53	40	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	78	22	0	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	63	29	6	0	1
The school is well led and managed.	76	22	3	0	0
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	40	45	8	0	0

### Other issues raised by parents

The site manager is always around and very committed to the school. He does a great job, and is well respected and very well liked in the local community.

Parents value the fact that not only do teachers help pupils with difficulties in their learning, but they also challenge high achievers.