

INSPECTION REPORT

**ST. BARNABAS AND ST. PHILIP'S C.E.
PRIMARY SCHOOL**

Kensington, London

LEA area: Kensington and Chelsea

Unique reference number: 100493

Headteacher: Ms Stella Beaver

Reporting inspector: Natalie Moss
22685

Dates of inspection: 21 – 22 May 2001

Inspection number: 230600

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:	4 - 11
Gender of pupils:	Mixed
School address:	Pembroke Mews 58 Earls Court Road London
Postcode:	W8 6EJ
Telephone number:	020 7937 9599
Fax number:	020 7938 2406
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ramsay Mason
Date of previous inspection:	01/06/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
22685	Natalie Moss	Registered inspector
9502	Rosalind Hall	Lay inspector
5241	Cindy Millband	Team inspector

The inspection contractor was:

PkR Educational Consultants Ltd.
6 Sherman Road
Bromley
Kent
BR1 3JH

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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

St. Barnabas and St. Philip's is an average size urban school in central London with 197 boys and girls on roll, from four to 11 years of age. Thirty of these pupils are in the reception class. Most pupils join the school in the reception class. On entry to the school, pupils' attainment varies, but it is broadly above average. Almost 22 per cent of pupils are known to be eligible for free school meals, which is above the national average. The school has identified 18 per cent of pupils as having special educational needs, a figure broadly in line with the national average. One pupil has a Statement of Special Educational Needs. English is an additional language for 27 per cent of pupils, which is a very high proportion. The school is a Voluntary Aided Church of England school, well regarded by the local community and serves a very mixed catchment from many surrounding parishes. The school is highly oversubscribed, having 80 applicants at present for the 30 places in its reception class. It has recently been awarded Beacon status.

HOW GOOD THE SCHOOL IS

St. Barnabas and St. Philip's is a very good school which provides a very effective education, a caring environment and a very broad range of opportunities for its pupils. Standards in English, mathematics and science are well above the national averages and very high in comparison with those achieved by most similar schools. The quality of teaching is good overall. Relationships within the school and pupils' very good behaviour and very positive attitudes are particularly impressive. All these contribute strongly to the school's success. The school is excellently led by the headteacher and senior management team, who together have a clear and shared vision of the school's way forward. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are high.
- Teaching is very good overall throughout the school and teachers have high expectations of pupils, so that they learn well.
- The attitudes and behaviour of pupils are very good.
- The quality and range of learning opportunities offered to pupils are very good.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good.
- The use of assessment is very good and ensures that work is appropriately matched to pupils' needs.
- The leadership and management of the headteacher and key staff are excellent.

What could be improved

- The number of computers for pupils' use is insufficient.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since it was previously inspected in 1998. Although the school had a good report at that inspection, there has been no complacency and recent good initiatives have ensured that standards have continued to rise. The two key issues from that inspection have been effectively addressed. Regular structured reading and very good use of the school library have ensured that pupils achieve high standards and experience a wide range of reading. The school has done much to improve the provision for physical education by the initiation of a new scheme of work and a new subject leader; the training of teachers in gymnastics and dance; and by its involvement in the 'Top Play, Top Sport' programme. Much has been done, and is at present being done, to improve the self-limiting playground environment. There is now a very good system of assessment and recording which ensures that all pupils progress well and there are very good procedures in place to challenge all pupils, particularly the higher attainers. The success of these measures, and the excellent leadership of the headteacher, new since the last inspection, is to be seen in the significantly greater than average

proportion of higher levels that pupils are attaining in the National Curriculum tests and in the fact that the school was awarded Beacon status in 2000.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A	A	A*
mathematics	A	A	A	A*
science	A	A	A*	A*

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

Standards reached by 11-year-olds in the 2000 national tests were well above the national averages in English and mathematics and very high in science, in the top five per cent nationally. When compared with schools with pupils from similar backgrounds, results were very high, in the top five per cent of these schools, for all three subjects. In each of these subjects, the proportion of pupils reaching a higher level than is expected for their age was well above the national average. A comparison of these pupils' results in national tests at seven and 11 years of age shows that the very good progress pupils make is maintained over the two key stages. Over time, results are improving in line with the national rate. Taken overall, these results are very good indeed.

Standards reached by seven-year-olds in the 2000 national tests were well above the national averages for reading, writing and mathematics. When compared with similar schools, results were very high, in the top five per cent, for reading and writing and well above average in mathematics. Over the last three years, results have been maintained at this very good level and have improved in reading and writing.

In 2000, the school greatly exceeded the targets set for it in English and mathematics. Targets set for the next year are high and challenging. Standards are very good in literacy and numeracy throughout the school. Pupils for whom English is an additional language are reaching very good standards and achieve well. Pupils with special educational needs do very well and the standards they reach are partly the result of intensive English work in small groups. More-able pupils achieve very well through the initiatives taken by the school to extend them to their full potential. At the age of seven, girls achieve slightly better than boys in reading and writing, but at the age of 11, boys achieve better than girls in English, mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and to their work are excellent and make a significant contribution to their success.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. Even in the confined space of the playground, pupils play very well, with a good awareness of the needs of others. There have been no exclusions in the last year.
Personal development and relationships	Good. Pupils' personal development is a priority for the school and this shows in their mature and responsible attitudes. Relationships with one another and with adults are very good.

Attendance	Attendance is below the national average, though the school's procedures for monitoring and attendance are good.
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TEACHING AND LEARNING

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

All teaching seen during the inspection was satisfactory or better; none was unsatisfactory. Thirty per cent of lessons seen were good and 35 per cent were very good or excellent. This consistently high standard of teaching is an important factor in the very good progress that pupils make and is an improvement since the last inspection, when nearly 50 per cent of lessons observed were good or better.

Teachers have good subject knowledge and plan carefully to ensure that the pupils make good progress and that the needs of pupils of all abilities are well catered for. They create a good working environment in their classes, so that pupils are stimulated and keen to learn. The good variety of teaching methods they use retains pupils' interest. Teachers have high expectations of what the pupils can achieve and challenge pupils to think and to build on what they already know.

The skills of literacy and numeracy are very well taught. In both, a good variety of activities challenges pupils. Good oral work develops language skills well. This emphasis is particularly beneficial to pupils for whom English is an additional language. Mental mathematics is well taught, as are investigative and enquiry skills.

Teachers make lesson objectives very clear to pupils and refer to them during, and at the ends of, lessons. Pupils consequently have a clear understanding of what they are doing and why. As a result, they work hard and are eager to achieve.

Teachers manage their pupils well and insist upon high standards of behaviour. Most pupils willingly comply, so that time is not wasted, lessons proceed at a brisk pace and good levels of effort are sustained. Very good use is made of support staff.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good and well balanced, with very good emphasis on the key skills of language and number. The range of activities offered outside lessons is excellent.
Provision for pupils with special educational needs	Very good provision is made for pupils with special educational needs. Their needs are identified early and clear targets for improvement are set for them. The needs of the more able are very well catered for with extension work.
Provision for pupils with English as an additional language	Provision is very good. Pupils' levels of English are carefully assessed and this information is used to plan activities closely matched to pupils' needs. These pupils have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school makes very good provision for pupils' personal development, including their spiritual, moral, social and cultural development. Every opportunity is taken to ensure their development and the pupils are becoming thoughtful, caring and responsible young people.
How well the school cares	Assessment procedures are very good and ensure a good match of

for its pupils	activities to pupils' levels of attainment. The school cares very well for its pupils and provides them with a high level of warm pastoral support.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other senior staff provide excellent leadership. They have a very clear vision of the way forward for the school and the commitment to raising standards in all areas is shared by everyone in the school.
How well the governors fulfil their responsibilities	The governing body works closely with the headteacher and is knowledgeable and enthusiastic in its support of the school's procedures for raising standards. Management is good, with a well-organised committee structure. All statutory requirements are met.
The school's evaluation of its performance	The school is very good at evaluating its own strengths and weaknesses and working out procedures for improvement.
The strategic use of resources	Resources are used very well and efficiently. The school budget is very effectively planned to meet the school's priorities and all avenues are explored to ensure that the school obtains the maximum benefit from the money it spends.

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 like school. • Teaching is good. • Their children behave well in school. • Their children do well at the school. • The high expectations the school has of their children. • The good leadership and management of the school. • The way in which their children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • Parents would like more information about their children's progress. • They would like the school to work more closely with them. • They would like to see a wider range of activities outside lessons.

Inspectors support the very positive views of parents. During the inspection, the range of activities outside lessons was excellent in quality and range, though there are, naturally, more for the older pupils than for the younger ones. Parents would like more information on how their children are progressing. The school provides them with good opportunities to meet with staff to discuss their children's progress, writes thorough annual reports, sends out parent questionnaires, has a home/school agreement policy and provides opportunities for parents to keep up with new curriculum developments by holding workshops for parents, which are, sadly, not well attended. The school itself, as well as the parents, is aware of the need for a closer relationship and is, at present, pursuing it as a priority. The headteacher spends much time in the playground before and after school making herself accessible to parents as well as to pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are very good

1. When pupils join the school, they are broadly above average in attainment, but, by the time they leave the school at the age of 11, standards are well above average in English, mathematics and science. When results at 11 are compared with those achieved in schools with pupils from similar backgrounds, they are in the top five per cent in English, mathematics and science. This represents high attainment.
2. Progress is very good throughout the school and achievement is high. In particular, more-able pupils are enabled to reach their full potential by very good teaching and the careful use of assessment to provide work to match their ability. The percentages reaching grades higher than expected for their ages in the national tests at both 11 and seven are consistently well above national averages in all three core subjects.
3. In English, pupils are given many good opportunities and good encouragement to speak with confidence. Standards are above average by the time they are in the older classes. They listen well and attentively, responding well to the ideas of others as well as offering their own views coherently. This was clearly seen in a debate, in Year 2, on the merits of having three or five terms in the academic year, in which pupils showed good general knowledge, maturity and self-control. The many initiatives in reading taken by the school recently have resulted in good levels of reading throughout the school. Pupils enjoy books and think about what they read in a mature and sensible manner. Comprehension skills are well advanced. Pupils write willingly and at length, with a good degree of understanding of types of writing and of different styles. Teaching focuses well on expression, feeling and atmosphere in writing and on different narrative techniques, so that pupils write with depth and in a variety of ways.
4. In mathematics, older pupils can add two-digit and three-digit numbers with ease, accuracy and speed. They understand ratio and direct proportion and have good understanding of fractions, decimals and percentages. They can use simple formulae involving more than one mathematical operation. They can measure and draw angles accurately and handle number well in the mental mathematics sessions. Pupils use information and communication technology thoughtfully to enhance their work in mathematics. Younger pupils have a good grasp of number and of shape. In a Year 1 numeracy lesson, when a teacher described a shape as a 'lollipop', one pupil corrected her, saying it was "a circle on a rectangle".
5. In science, older pupils have a very clear understanding of forces and the difference between mass and weight. They can give scientific reasons for their predictions and understand the factors that determine a 'fair test'. Pupils understand friction and know what happens when light is reflected. They are able to offer good reasons for their choice of recording methods for investigations, which they undertake enthusiastically. Younger pupils know that there is food inside a seed, that seeds grow at different rates and that sunshine on leaves can produce chlorophyll.
6. Pupils for whom English is an additional language reach very good standards. They have very positive attitudes to learning and work well with the adults who teach them. The strong emphasis throughout the curriculum on oral and practical work also helps their learning a great deal.
7. Pupils with special educational needs also make very good progress and most achieve

the targets in their Individual Education Plans, through the very good support of the co-ordinator for special educational needs and the support assistants.

Teaching is good overall throughout the school and teachers have high expectations of pupils, so that they learn well

8. During the inspection, over two-thirds of lessons seen were good or better and over a third were very good or excellent. There were no unsatisfactory lessons. This uniformly good quality of teaching greatly benefits the pupils and contributes to their high levels of achievement. There has been a significant improvement in teaching since the previous inspection, when 50 per cent of lessons were good or better. The present good quality of teaching is a tribute to the hard work of the headteacher in putting in place procedures to share good practice and to support and encourage new teachers, and to the willingness of teachers to be involved in striving to raise standards.
9. Teachers' knowledge and understanding of the subjects they teach is good. In a Year 2 literacy class, the teacher kept pupils spellbound with the telling of a story of the sun and the wind in preparation for pupils transforming it into their own written versions. Explanations are made clearly and teachers ensure that all pupils understand what is expected of them and what they will learn. In a Year 6 art lesson, the teacher's very good subject knowledge enabled all pupils to make good progress while designing, making and using linocuts for printing.
10. Planning is used well, so that teachers and pupils are aware of a lesson's intentions. Teachers are well organised, knowing what each group of pupils is expected to cover and how this will be achieved. This clarity of planning aids teachers' confidence in teaching subjects which are not their specialisms and ensures a clear acquisition of skills as pupils progress through the school. Well-structured plans also aid the classroom learning assistants to support pupils well. Literacy and numeracy are both particularly well planned. There is a very good match between tasks set and the abilities of different groups of pupils. In a Year 6 literacy lesson aimed at the development of narrative writing skills, for example, the level of task was very carefully matched to pupils' abilities, with very good extension tasks for the most able.
11. Questioning is used particularly skilfully to challenge pupils to think through problems and to understand difficult ideas. Teachers plan their questions at the right level for each pupil, with their abilities in mind. Teachers' use of probing questions to move pupils' thinking forward is good, as is the way they ensure that all pupils are involved in a lesson. In a good Year 3 lesson, where pupils were writing their own poems on rainforest animals, the teacher made expert use of questions to encourage pupils to offer contributions and to stimulate their ideas and imaginations before beginning to write.
12. Teachers use practical lessons, including investigations, very effectively. Good use is made of the scientific method and of clear approaches to problem solving, involving pupils in making their own hypotheses and deductions.
13. Most teachers manage their pupils effortlessly, with good humour and efficiency, so creating an orderly environment in which pupils can learn well.
14. The quality of teachers' assessment of their pupils' learning is good and helps them to plan for improving pupils' progress. Marking of pupils' written work gives them a clear understanding of what pupils have achieved and how they can improve their work. In some marking, especially in Year 6, teachers ask for more from their pupils, and this is

generally acted upon by the pupil and followed up by the teacher.

15. Expectations of standards, level of effort and behaviour are very high. Pupils know what is expected of them, rules are clear and reward and praise are freely given. Teachers enjoy lessons and share their enthusiasm with pupils, so that strong relationships are built up and pupils gain in confidence. They challenge pupils to extend their thinking and to learn to formulate their own ideas. Teachers' celebration of pupils' success encourages and motivates pupils, making learning an easy and enjoyable experience and spurring them on to even greater effort.

The attitudes and behaviour of pupils are very good

16. Pupils are enthusiastic about their school and are keen to learn. They learn at an early age to work well without direct supervision, in groups or independently. They enjoy participating actively in lessons and are very ready to answer questions and offer ideas. They know that their contributions will be valued and this encourages them to play an active part in lessons. Even the youngest pupils are able to concentrate well for long periods of time, because they are interested in the work they are given. Little time is wasted on discipline in lessons because pupils rarely need reminding about how to behave.
17. In classrooms, and around the school, behaviour is very good. Pupils move around the school quickly and quietly, with good consideration for others. They play well together in the playground and older pupils behave thoughtfully and kindly to younger ones.
18. Pupils' attitudes to their school and the tasks they are given are very positive. They are proud of their school council and other responsibilities given to them by their teachers and are involved in setting their own codes of conduct in the classrooms. In some lessons the behaviour is impeccable. Pupils appreciate the environment created for them by the school and respond well to the good humour and care shown to them by the teachers. A group of Year 6 pupils could not think of any improvements which could be made by the school, other than more space in the playground.

The quality and range of learning opportunities offered to pupils are very good

19. The school has given very good priority to literacy and numeracy, but has also managed to retain a broad curriculum, covering the whole of the National Curriculum. In addition, all pupils, even the children in the reception class, are taught French on a regular basis, helping both their language skills and their cultural understanding. Older children are offered an extra-curricular club in Latin.
20. There are many good examples in teachers' planning of several areas of the curriculum being included in one lesson. For example, in a Year 4 dance lesson, pupils were enacting what it would be like to be an atom or molecule heating up or cooling down. This added significantly both to their scientific understanding and to their scientific vocabulary, as well as providing them with a good imaginative stimulus for dance.
21. Evidence from around the school gives an indication of the very good range of opportunities offered to pupils. For example, there are clubs for netball, Latin, art, dance, computers, chess, fitness, and choirs, as well as the 'Spotlight' Church club.

The school's provision for pupils' spiritual, moral, social and cultural development is very good

22. The school provides its pupils with a spiritual ethos, springing from its Christian

foundation, which is very successful in nurturing a happy, multicultural community. There is a strong sense of belonging in the school. Pupils are encouraged to become responsible members of the school community and they are given a clear understanding of their rights and responsibilities. They are taught right from wrong and the staff set them a very good example.

23. Assemblies and circle time are used well to promote friendship and consideration for others, as well as to give pupils the opportunity to reflect on major aspects of their lives and the world around them. Teachers frequently make opportunities in lessons for pupils to experience something of the wonder of the natural world.
24. The school is a very good example of how pupils can enjoy cultures of both past and present, of their own and other countries, and of living in harmony in a multicultural society. Art and music are both strongly promoted, as seen in a Year 6 assembly, where Picasso's ability to use basic painting skills well, before he began to experiment, was the main theme. The school holds popular and interesting multicultural evenings and makes much effort to involve the community in pupils' education. Pupils are encouraged to enter competitions for art and poetry, and are very successful in these areas, winning many prizes.

The use of assessment is very good, ensuring that work is well matched to pupils' needs

25. The school uses careful assessment to determine the teaching programme for its pupils, ensuring that all are given work closely tailored to their needs. This promotes high standards and ensures that all achieve as well as possible. For example, a very effective literacy programme is used and, in numeracy, older pupils are divided into smaller ability groups to ensure that work is at the right level for each pupil.
26. The school makes very good use of data to track pupils' progress and ensure that they are achieving as well as they could. Assessment is also used effectively to identify weaknesses in the curriculum, such as writing and number, to make them the current focus for improvement. Analysis of annual and national tests has enabled many areas of concern to be identified and initiatives put in place to address them.
27. Pupils' individual needs are carefully assessed and regularly monitored. This enables pupils to be given appropriate support quickly. Teachers are well placed to plan in a way that matches all pupils' needs. Targets in Individual Education Plans for pupils with special educational needs and for those for whom English is an additional language are clear and helpful, referring to language, number and behaviour.
28. Because the school has such a clear picture of how well pupils are doing, reports to parents are of good quality and clarity. As a result, parents know how well their children are doing.

The leadership and management of the headteacher and key staff are excellent

29. The headteacher, previously the deputy headteacher, has been in post for two years. She has great clarity of vision for the school's future, a determination that standards in all areas shall be as high as possible and the ability to establish very good relationships with the staff. As a result of this excellent leadership, the school attains high standards, is committed to improvement, is harmonious and provides a very caring and supportive environment for pupils.
30. The headteacher also ensures that the school is an exciting environment, where new

initiatives, such as Beacon status, have been achieved; a volunteer reading scheme has been put in place; and there has been an involvement with 'Top Play, Top Sport'. In addition, she successfully encourages excellence in the arts, through music, art and poetry. One pupil has recently won a national poetry award for her poem on the place of imagination in reading. As a result, the school is lively, buzzing with enthusiasm and pupils are excited by their work.

31. The senior management team work extremely well together in advancing the everyday life of the school, planning for future development, such as the present development of the playground, and in determining immediate and long-term priorities. They work very well with the other teachers, offering much help, support and encouragement, particularly to new teachers. The happy, warm and thriving atmosphere of the school is a direct result of the strength of the headteacher and her management team.

WHAT COULD BE IMPROVED

The number of computers for pupils' use is insufficient

32. The school makes very good use of its information and communication technology hardware and software. Lessons are carefully planned to put computers to best use throughout all subjects of the curriculum and the standard reached by pupils in their use is good. However, the school has too few computers as yet to enable all pupils to have access to them at appropriate times. Computers in classrooms are used to maximum benefit, but there is a need for more to enable all pupils to participate in computer-based activities more frequently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

32. In order to continue to raise the high standards being achieved in school, the governors, headteacher and staff should:
 - (1) seek to improve the number of computers within the school to provide greater opportunity for pupils to use computers regularly and freely.
(Paragraph 32).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	30	30	35	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	197
Number of full-time pupils known to be eligible for free school meals	0	37

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	53

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence	%
School data	6.4
National comparative data	4.3

Unauthorised absence	%
School data	0.0
National comparative data	0.3

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	15	15	16
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (96)	100 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	15	16	16
	Total	28	29	29
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (96)	100 (89)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	16
	Girls	12	12	13
	Total	27	26	29
Percentage of pupils at NC level 4 or above	School	96 (89)	90 (85)	100 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	16
	Girls	13	12	13
	Total	28	26	29
Percentage of pupils at NC level 4 or above	School	97 (93)	90 (85)	100 (100)
	National	78 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	6
Black – other	16
Indian	1
Pakistani	3
Bangladeshi	1
Chinese	0
White	104
Any other minority ethnic group	28

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)	9
Number of pupils per qualified teacher	19
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	153

Financial information

Financial year	2000 - 2001
	£
Total income	610433
Total expenditure	604887
Expenditure per pupil	2995
Balance brought forward from previous year	26454
Balance carried forward to next year	32000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	3	2	0
My child is making good progress in school.	55	38	5	0	2
Behaviour in the school is good.	52	47	1	0	0
My child gets the right amount of work to do at home.	38	45	12	3	2
The teaching is good.	57	38	2	3	0
I am kept well informed about how my child is getting on.	28	37	33	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	18	12	2	3
The school expects my child to work hard and achieve his or her best.	60	30	5	2	3
The school works closely with parents.	38	40	17	3	2
The school is well led and managed.	70	28	2	0	0
The school is helping my child become mature and responsible.	58	38	0	2	2
The school provides an interesting range of activities outside lessons.	47	27	18	5	3