

INSPECTION REPORT

CHRIST CHURCH C OF E PRIMARY SCHOOL

Kilburn, London

LEA area: London Borough of Brent

Unique reference number: 101533

Headteacher: Mr Kevin Bassett

Reporting inspector: Mrs Mary Summers
25455

Dates of inspection: 17 and 18 March 2003

Inspection number: 246129

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 – 11 years
Gender of pupils:	Mixed
School address:	Clarence Road Willesden Lane Kilburn London
Postcode:	NW6 7TG
Telephone number:	020 7624 4967
Fax number:	020 7372 2759
Appropriate authority:	The governing body
Name of chair of governors:	Sue Puddephatt
Date of previous inspection:	2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This average-sized Church of England voluntary aided school caters for 221 full-time pupils, 110 boys and 111 girls. Twenty-four of the pupils attend the nursery full time. Children start school at levels which are broadly average for their age. They reflect a wide range of ethnic backgrounds, with the main groups being White, Black Caribbean and Black African. About a quarter of the children speak English as an additional language but very few are in the early stages of learning English. Just under one in five children is entitled to free school meals which is about the same proportion as in most schools across the country. The number of children with special educational needs is about average although there are more with statements of special educational need than in most schools. Their problems range from moderate learning to emotional and behavioural difficulties. The school has undergone significant transition in the last few years and was without a permanent headteacher for a year. The present headteacher started in September 2002 and many governors, including the chair of the governing body, who was appointed in January 2003, are new.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for its pupils. The new headteacher has established good support from staff and parents and has already identified the areas in which the school needs to improve. He has been successful in addressing a number of the weaknesses in teaching, but some pupils still do not make the progress they should. Effective teaching in older classes means that pupils reach high standards in the national tests at the end of Year 6. The school provides satisfactory value for money.

What the school does well

- Pupils reach high standards in the national tests in English, and very high standards in mathematics and science, at the end of Year 6.
- Children receive a good start to their education in the nursery, where activities are well organised and exciting; children settle in quickly and learn to work and play together well.
- There is a strong sense of community in the school; the commitment of staff, its history and church connections help to create a warm, family atmosphere.
- Parents support the school very well; they help their children at home, work closely with school staff and raise considerable funds to provide new equipment.

What could be improved

- Many areas of the school are in a poor state of repair and are dirty.
- The governing body is not meeting its responsibilities fully in order to oversee the school's work and help it to plan for future development.
- The school is not evaluating its work well enough to identify areas for further improvement.
- Financial planning and monitoring has not been good enough to enable the school to judge the effectiveness of its spending decisions.

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 satisfactory improvement since its last inspection in March 1998. Standards at the end of Year 6 have risen and weaknesses in the provision for information and communication technology have been addressed. The curriculum is now organised more effectively so that all subjects are covered as pupils move through the school. New assessment procedures have been introduced to track pupils' progress more systematically but not all teachers are using the information sufficiently to plan suitable work for pupils of different abilities, particularly those with special educational needs and those who learn at a slower rate. The new headteacher and governing body are enthusiastic and are keen to help the school improve even more in the future.

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	
	2000	2001	2002	2002	
English	A	A	B	B	well above average A above average B
mathematics	A*	A*	A*	A*	average C below average D
science	A*	A*	A	A*	well below average E

Standards at the end of Year 6 have been consistently high for the last few years and have risen at a rate faster than the national trend. In mathematics last year, they were in the top five per cent of schools in the country. The targets set for last year's pupils were very modest and were easily achieved. Those set for 2003 provide a reasonable degree of challenge considering the current pupils in Year 6. Inspection findings indicate that standards this year in English, mathematics and science will be lower than last year, though still above those expected nationally. This is because there is a high proportion of pupils with statements of special educational need in this year's Year 6.

Pupils in the Reception class look likely to reach expected standards for their age by the end of the year in all aspects of their learning. Pupils in Year 2 are also on track to reach expected levels in reading, writing and mathematics. This is a great improvement on previous years. Last year, for example, standards were below average in reading and well below average in writing and mathematics when compared with schools across the country. Pupils throughout the school reach good levels in speaking and listening. This is because teachers provide many opportunities for them to discuss their work and take part in lively class discussions. This means that those pupils for whom English is an additional language quickly develop enough confidence and fluency to take a full part in lessons. Other pupils make steady progress throughout their time at Christ Church and achieve well by the time they leave, mainly because of the good teaching they receive in older classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils are keen to come to school and are eager to learn. A few pupils found it difficult, during the inspection, to concentrate and sometimes do not give of their best.
Behaviour, in and out of classrooms	Satisfactory. When lessons are interesting, pupils are involved and their behaviour is good. In a few lessons, pupils' unsatisfactory behaviour affected their learning. Behaviour in the playground is satisfactory.
Personal development and relationships	Satisfactory. Most pupils work and play together well but a few do not think about how their actions may affect others.
Attendance	Good. The rate of attendance is above the national average.

Pupils in older classes are engaged by the stimulating way that teachers put their lessons across. They are eager to take part and do so enthusiastically, working hard to complete their tasks. In these lessons behaviour is good and teachers channel pupils' enthusiasm well by skilful management. Pupils' positive attitudes help them to make good progress in these older classes. Regular attendance also contributes to pupils' good achievement by the time they leave the school.

TEACHING AND LEARNING

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

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

Teaching and learning are good in older classes where teachers have high expectations, make their lessons interesting and present them enthusiastically. They often transmit this enthusiasm to their pupils who then work hard, learn well and make good progress. This explains why pupils at the end of Year 6 achieve high standards in the national tests. English, including literacy, and mathematics and numeracy, are taught satisfactorily, although again there is some good teaching in older classes, where teachers are confident and skilled in presenting these subjects. There is some good teaching in other classes across the school including in the nursery, where adults' extensive knowledge of the children enables them to plan effective opportunities to meet individual needs.

A small amount of unsatisfactory teaching was noted during the inspection and the weaknesses were mainly due to poor management of pupils' behaviour, low expectations and work which did not challenge or move the pupils on in their learning. In a few lessons, where teaching was satisfactory, the worksheets used were not very interesting and meant that learning suffered a little.

The school's most able pupils are challenged, in most cases, by the work and make rapid progress particularly in the older classes. Pupils for whom English is an additional language are well supported because teachers encourage them to speak up in lessons and they do so with growing confidence. Pupils with special educational needs make steady progress overall although in some cases the work set for them in lessons is too difficult and not matched well to their specific needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum in the nursery is well-planned. Together with Reception it provides appropriate experiences for young children. In the rest of the school, pupils are taught the full National Curriculum with appropriate emphasis on literacy and numeracy.
Provision for pupils with special educational needs	Satisfactory. Appropriate records are kept and pupils often receive additional support from classroom assistants. Targets in individual learning plans are sometimes not clear enough to help teachers plan suitable work for these pupils.
Provision for pupils with English as an additional language	Good. Most teachers take care to explain their lessons clearly and provide many opportunities for these pupils to contribute in class and group discussions.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Pupils are given good opportunities to reflect upon their own beliefs during assembly and there is a good spiritual ethos. The pupil parliament and the responsibilities given to older pupils help them to develop their social awareness. New systems to encourage pupils to accept responsibility for their own actions are beginning to have a positive effect on behaviour.
How well the school cares for its pupils	Satisfactory. Adults know the children and their families well and arrangements for the protection of children are secure. However, poor attention to cleanliness of some areas, for example the lavatories, shows a lack of care for pupils' well being.

The school works well with parents, who support their children and the school effectively. Parents value the school's Christian ethos and their continued support has a good effect on the progress their children make at Christ Church.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The newly appointed headteacher is already clear about the aspects of the school that require improvement. He has the full support of his staff and has already identified and addressed some weaknesses since his appointment. The roles of subject leaders and senior managers are not clear enough and require development to secure the school's ongoing improvement.
How well the governors fulfil their responsibilities	Unsatisfactory. Many governors are new and inexperienced. They are determined to develop their roles and meet their responsibilities. Systems are not fully in place to enable them to monitor the work of the school and to plan effectively for the future.
The school's evaluation of its performance	Unsatisfactory. Teaching and learning are monitored and steps taken to address weaknesses but performance management targets have not yet been set for teachers to help them improve. Information from tests and assessments are not being analysed well enough to pinpoint subject areas which may need further attention or to identify groups of pupils who may not be performing well enough.
The strategic use of resources	Unsatisfactory. Financial monitoring has been weak and spending has not been planned to fit in with school development. Funds to support pupils with special educational needs have been used appropriately.

Despite the weaknesses above, consideration must be given to the fact that the school was without a permanent headteacher for a year. The new headteacher and governors show a keen commitment to implementing systems to manage their school more effectively and to improving provision for the pupils. The school is not yet applying the principles of best value in its management and use of funds.

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. • Most of the teaching is good and enables their children to make good progress. • They feel comfortable approaching the school with any concerns. • The school expects their children to work hard. • The school is well led and managed. • The school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> • The behaviour of some children, particularly in the playground. • Arrangements for homework. • The extra-curricular activities on offer to children. • The progress of children in one class where parents have been very concerned about the quality of teaching. • The cleanliness of the lavatories.

The inspection team agrees with all the positive views expressed by parents. The team also recognises that the behaviour of a few children can be difficult, although during the inspection, the children were well supervised and managed in the playground. Arrangements for homework are satisfactory in most cases and the difficulties noted by parents are being addressed. The inspection team agrees that there are insufficient out of school activities on offer to children. It also supports their concerns about teaching and learning in one class. Again the school is addressing this problem successfully. Inspectors agree that the lavatories are not clean enough.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils reach high standards in the national tests in English, and very high standards in mathematics and science, at the end of Year 6.

1. The results of national tests at the end of Year 6 have been consistently high for the last few years and have risen at a rate faster than the national trend. This reflects the importance that the school places on pupils having secure basic skills before they move on to their secondary education.
2. Many pupils reach higher levels than those expected for their age in the national tests. This was particularly the case in mathematics and science last year. In mathematics, more than half the pupils reached higher levels compared with just over a quarter in other schools across the country. Results placed the school in the top five per cent of all schools nationally and in comparison with similar schools. In science, nearly three quarter of pupils reached higher levels compared with about a third nationally.
3. This good and very good achievement stems from teachers' high expectations, particularly in the oldest classes in the school. In these lessons, the teachers explain things very clearly and present them in such a way as to interest and motivate their pupils. In a good Year 6 science lesson seen during the inspection, for example, the teacher was able to extend pupils' already good knowledge of forces even further. She presented the lesson as a challenge to the pupils and they responded well by suggesting what might happen during the experiment. Her good knowledge of the subject enabled her to plan the lesson clearly, focusing on key facts and skills. Work was prepared so that pupils of different abilities were all able to approach the activity at an appropriate level and move on in their learning. Careful attention was given to those pupils for whom English is an additional language, to allow them to talk about the investigation and practise using new words.
4. Although standards this year are likely to be lower than those achieved in 2002, they still look likely to be higher than in most schools. Although there are several pupils with statements of special educational need who are unlikely to reach the nationally expected level, there are still a high number of pupils who are on track to achieve highly in the tests.

Children receive a good start to their education in the nursery, where activities are well organised and exciting; children settle in quickly and learn to work and play together well.

5. When children begin in the nursery, their attainment varies considerably. Some are confident and fluent speakers, with good personal and social skills, whilst others are much less advanced. Overall, therefore, their attainment is much the same as in most schools across the country.
6. The provision in the nursery and Reception classes has changed significantly this year. Now, teachers are planning according to nationally recommended guidelines so that the children experience a wide range of different learning opportunities to help them progress in all aspects of their development. The plans for the nursery class are very comprehensive and ensure that the children become motivated and involved in their learning. There is a good balance between adult led activities and those that the children choose for themselves. In one good session observed during the inspection, the children were organising a picnic outside and the teacher had prepared a table with different fruits on display, each of which was labelled. As teacher and children sat in the sun, she gave each child a 'shopping list' with the name of a fruit written on it; the children then had to go with their 'shopping trolley' to the table and find the correct fruit. Although the children could not read the labels exactly, they could recognise the initial sounds and found 's' for strawberry and

'b' for banana. They collected the fruit, helped to cut it up and arranged it on plates ready for the picnic. All were excited and involved in the activity and made good progress in their literacy skills.

7. At the same time in another area outside, the nursery nurse was supporting a number of children who were playing with large cardboard cylinders. These provoked great excitement and discussion. Some children balanced on top of the cylinders and practised rolling, some competed with each other to roll them down a slope and some balanced them on top of one another to make a tower. The nursery nurse encouraged the children to count and to describe what they were doing so that they developed both mathematical and communication skills. In addition, they were starting to experiment to see how fast the cylinders rolled down the slope. A few began to investigate whether or not the cylinders would roll up the slope. They learned to take turns, to work together and to help each other.

8. Through the provision of exciting and stimulating activities such as these, the children currently in the nursery are making good progress. They are also developing a passion and excitement for learning.

9. Adults make very detailed assessments of children's progress which will be passed up to the Reception class when they transfer and will inform the next stage of their learning.

There is a strong sense of community in the school; the commitment of staff, its history and church connections help to create a warm, family atmosphere.

10. The school enjoys the support of many adults who have been associated with the school for a long time. Some parents have sent all their children there and have seen many developments occur over the years. Parents say that the school enjoys a good reputation in the community, because of its caring ethos and the high standards which it promotes. Many parents are seen around the school each morning, taking their children to classes; they feel welcome in the school and this helps their children to settle quickly into school life.

11. There are many reminders of the school's history; the old school bell from years ago, sports cups and trophies and pictures and photographs of important events. Adults who have worked at the school for a long time know all the children and their families well; they are aware of personal circumstances and are able to provide a caring and supportive word if needed.

12. Connections with the local parish church are strong. The new parish priest is an ex-officio governor who attends meetings regularly. He also takes an active part in school functions and activities and is looking forward to attending his first school journey with Year 6 children later this year. Although pupils visit the church about three times a year to take part in celebratory services, plans are in hand to develop this further so that pupils will visit to help their work in other subjects, for example, religious education and history.

13. The school's Christian ethos is promoted effectively through the assemblies held each day in the hall. This is one of the reasons why there is a good spiritual ethos in the school. Pupils and staff come together to sing and to pray and these moments help to bind the community together strongly. They work as a community to raise funds for charity; for example the recent Red Nose Day raised over £200.

Parents support the school very well; they help their children at home, work closely with school staff and raise considerable funds to provide new equipment.

14. At the meeting and in the questionnaires, parents expressed strong support for the school. Despite some concerns about the quality of teaching in one class, they were keen to point out that up till now they had been extremely pleased with their children's education. They were confident that the problems experienced at the moment were being addressed.

15. Parents have high expectations of their children and therefore support their work at school well. They help with homework, encouraging children to practise their reading and spelling and ensuring that homework is completed and handed in on time. They also ensure that their children attend school regularly so that they do not miss any important lessons.

16. The school has an active parent-staff association which raises funds to help the school buy items it would not otherwise be able to afford. Events are well supported. Recent events have included a Christmas Fair and family disco. Funds raised have enabled the school to buy blinds for classrooms and provide a quiet area in the playground.

WHAT COULD BE IMPROVED

Many areas of the school are in a poor state of repair and are dirty.

17. Before the inspection, parents said they were unhappy about the cleanliness of some parts of the building and inspectors support their concerns.

18. The building is old and many parts of it are in a poor state of decoration and repair. Although some redecoration has begun, this is not part of a well co-ordinated, planned programme to improve the accommodation.

19. Many areas harbour dust and litter, for example, the hall and the playground. Lavatories smell offensive and are dirty, even in the mornings. Large bins for refuse are stored in the playground and children often play around these. During the inspection, these bins were overflowing with refuse and some rubbish had fallen on the ground.

20. There is car parking on the playground in two different areas. There are currently no restrictions to stop children from playing around the cars.

The governing body is not meeting its responsibilities fully in order to oversee the school's work and help it to plan for future development.

21. The governing body has undergone many changes over the last year. Many governors are new and inexperienced, including the chair and vice-chair who were appointed in January and March 2003 respectively. They are keen and committed to the school, and determined to improve provision for the children. Governors held an 'Awayday' in November of 2002 in which they, along with the headteacher, reviewed their current situation and identified what action had to be taken to allow them to improve their effectiveness. They are aware that plans must be implemented urgently to remedy the deficiencies in their work.

22. However, the governing body has not yet established clear systems to enable it to oversee the work of the school effectively. Committees have been established and governors are considering new terms of reference to improve their effectiveness and to ensure that time available in full governing body meetings is used more productively. Currently, these systems are not implemented fully and this means that governors do not have a full view of the school's work. This hinders their ability to plan for the future improvement of the school

23. There have been few meetings of the curriculum committee and this restricts the governors' ability to monitor the curriculum and gain up-to-date information about how different subjects are taught in the school. Performance management systems are not in place for the headteacher and staff to give them clear targets for professional improvement. However, objectives have now been set for the headteacher that include, reviewing the performance management policy and establishing a new cycle of performance management for staff, in order to

give them clear targets for professional improvement. The condition of the premises has not been monitored closely enough to ensure that the building is kept safe and clean.

24. There is a brief plan which identifies improvements to the premises but this was not shared with the headteacher until recently and limited progress has been made. The school development plan inherited by the headteacher requires review and revision in order to help direct improvement in a strategic way. There are few short term plans to indicate how funds have been used to support specific developments and enable governors to judge the effectiveness of their spending decisions.

The school is not evaluating its work well enough to identify areas for further improvement.

25. The new headteacher is very aware that systems to monitor and evaluate the overall success of the school are not fully in place. There are not yet co-ordinators in place to lead all subjects, although this will be addressed in the near future. Where there are co-ordinators they are not leading their subjects strongly enough, evaluating test results or analysing progress to identify any groups of children who are underachieving or, conversely, why they are doing well. However, new assessment procedures have been introduced which will help them with this aspect of their work.

26. The headteacher and deputy have observed lessons and, whilst they have had some success in identifying key weaknesses, they do not have a rigorous programme to ensure the continued development of teaching and learning. Teachers are not involved in a system whereby they have clear targets to meet to improve their performance. The lack of a permanent headteacher until this year has made evaluating the school's work challenging.

Financial planning and monitoring have not been good enough to enable the school to judge the effectiveness of its spending decisions.

27. At the end of the financial year in 2002, the school found that it had spent more than it had received from the local education authority. The acting headteachers, in consultation with the local education authority, prepared an action plan to ensure that the deficit was repaid. The audit also identified a number of areas where financial procedures needed to be improved.

28. All the recommendations made have been carried out. The current financial picture shows that the school expects to close this financial year slightly in credit, having repaid in full its deficit from last year.

29. There are still some inherited weaknesses in financial planning. Plans for school improvement have not been linked to budget plans so that governors are unable to determine whether or not they have spent their funds successfully. Budget monitoring procedures have not been providing clear enough information for the headteacher and governing body with the result that they have found it difficult to determine precisely whether the school has been meeting its budget plan. Nor have they known until very recently, with the assistance of the local education authority, what the position is likely to be at the end of the financial year.

30. The headteacher and governors are aware of the situation and have already taken steps to help to improve procedures. Financial training has been provided for the new headteacher and administrative staff to enable them to gain accurate and useful information about school spending. The school also has the support of a governor with good professional skills in finance who has been working with the headteacher to develop budgeting procedures for the 2003/4 financial year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

31. The school should now:

- (1) Address the health and safety issues identified by the inspection and draw up a clear plan to improve the school's accommodation.**
(Paragraphs 17-20)
- (2) Ensure that the governing body fully meets its statutory responsibilities to monitor the school's work and help it plan for future improvement by:**

 - ensuring that clear terms of reference for its committees are sufficient to enable them to take responsibility for certain areas of the school's work;
 - drawing up a clear plan to review policies and procedures and then to monitor their implementation;
 - implementing enhanced systems fully to enable it to gather clear information about the school's work to inform planning for the future.

(Paragraphs 21-24)
- (3) Monitor and evaluate its work more effectively to ensure that any weaknesses are quickly identified and addressed by:**

 - implementing a system of lesson observations to identify strengths and weaknesses and take appropriate action;
 - ensuring that a system of performance management is in place to help teachers improve their work;
 - analysing information from tests and assessments to identify strengths and weaknesses in pupils' performance and take appropriate action;
 - ensuring that subject co-ordinators take an active role in developing their subjects.

(Paragraphs 25, 26)
- (4) Ensure that finances are monitored rigorously and are linked to areas of school improvement so that governors can judge the effectiveness of their spending.**
(Paragraphs 27-30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

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
Number	0	1	11	5	1	0	0
Percentage	0	6	61	28	6	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)	24	197
Number of full-time pupils known to be eligible for free school meals		33

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	0	44

English as an additional language	No of pupils
Number of pupils with English as an additional language	58

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	20

Attendance

Authorised absence	%
School data	3.6
National comparative data	5.4

Unauthorised absence	%
School data	1.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	10	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	16
	Girls	10	10	10
	Total	26	27	26
Percentage of pupils at NC level 2 or above	School	87 (97)	90 (72)	87 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	18
	Girls	41	41	41
	Total	59	59	5/
Percentage of pupils at NC level 2 or above	School	87 (93)	87 (97)	93 (90)
	National	85 (85)	89 (89)	89 (89)

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
	2002	10	19	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	16	19	19
	Total	25	28	28
Percentage of pupils at NC level 4 or above	School	86 (90)	97 (100)	97 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	15	14	14
	Total	22	22	23
Percentage of pupils at NC level 4 or above	School	76 (80)	76 (93)	82 (87)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	50	1	0
White – Irish	2	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	7	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	48	0	0
Black or Black British – African	36	0	0
Black or Black British – any other Black background	8	0	0
Chinese	4	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	10	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	10
Number of pupils per qualified teacher	22
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	131.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	7
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.

Financial information

Financial year	2001/2002
	£
Total income	584,344
Total expenditure	610,847
Expenditure per pupil	2,667
Balance brought forward from previous year	2,187
Balance carried forward to next year	-24,316

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	221
Number of questionnaires returned	113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	3	2	2
My child is making good progress in school.	54	37	5	1	3
Behaviour in the school is good.	32	54	10	2	3
My child gets the right amount of work to do at home.	38	36	13	4	9
The teaching is good.	48	44	2	2	4
I am kept well informed about how my child is getting on.	47	40	8	3	3
I would feel comfortable about approaching the school with questions or a problem.	71	25	2	2	1
The school expects my child to work hard and achieve his or her best.	58	36	1	0	4
The school works closely with parents.	48	41	8	1	3
The school is well led and managed.	44	45	0	1	10
The school is helping my child become mature and responsible.	48	42	1	2	7
The school provides an interesting range of activities outside lessons.	25	36	20	9	10

Other issues raised by parents

A group of parents were very concerned about the quality of teaching in one class which, they said, had hindered their children's progress.