

# INSPECTION REPORT

## **WEST THORNTON PRIMARY SCHOOL**

Thornton Heath

LEA area: Croydon

Unique reference number: 101741

Headteacher: Mr P Westlake

Reporting inspector: Mr J Donnelly  
23637

Dates of inspection: 7<sup>th</sup> – 8<sup>th</sup> July 2003

Inspection number: 246145

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Rosecourt Road Croydon
Postcode:	CD0 3BS
Telephone number:	(0208) 684 3497
Fax number:	(0208) 665 9609
Appropriate authority:	The governing body
Name of chair of governors:	Mr M George
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
23637	Mr J Donnelly	Registered inspector
9465	Mrs E Cooke	Lay inspector
25470	Mrs J Morley	Team inspector
3574	Mrs K Singh	Team inspector

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Bristol  
BS8 2BN

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

### **INFORMATION ABOUT THE SCHOOL**

West Thornton School caters for 599 boys and girls aged four to 11 years. The school's catchment area includes a mixed variety of residential housing. The school is situated in a residential area close to Mitcham Common. The number of pupils who claim free school meals is above the national average at 24 per cent and the number of pupils with special educational needs at 23 per cent, is just above average. There are eight pupils with statements of special educational need. Around 30 per cent of pupils are from a white UK heritage and there are many other cultures represented in the school. There are 255 pupils who have English as an additional language, of whom 42 are at the earliest stages of language acquisition. There are 10 refugees. The level of pupil mobility in Years 3 to 6 is 59 per cent, which is much higher than average. Pupils' overall attainment upon entry into Year 1 is below the national average. The school is in an area of challenging recruitment and retention of staff.

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

West Thornton is a very good school. The school's very good ethos for learning, high expectation of pupils and commitment to improvement reflect the very good leadership and management at all levels. The leadership by the headteacher is outstanding. Overall, the teaching and learning are very good and as a result, all pupils make good progress. The school provides very good value for money.

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

- Most pupils make consistently good progress during their time at school. By the end of Year 6, standards in English are average and above average in mathematics, science and art and design.
- Pupils' very good attitudes to learning, their behaviour and relationships with each other and the staff make a significant contribution to the standards they achieve.
- Teaching of a consistently high quality ensures that effective learning takes place.
- The headteacher, supported by the governing body and highly effective key staff, provides very good leadership and management.
- The school has a very clear awareness of its strengths and weaknesses, based on evidence gained through careful evaluation of its performance. This leads to very effective action to secure improvement.
- The very broad curriculum leads to rich learning, supported very effectively by the very good provision for pupils' personal development, including spiritual, moral, social and cultural education.

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

- There are no major weaknesses in the school but attendance could be improved.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the previous inspection in January 1998, the school has made significant improvements in addressing the key issues. Standards have been maintained and improved in mathematics and information and communication technology (ICT). The quality of teaching has improved and is of a very good standard overall. There is no unsatisfactory teaching in the school. The roles of governors are very effective. Planning in most subjects has the necessary elements to ensure that pupils' prior learning is built on in a systematic way. The school's improvement plan clearly identifies what needs to be done and what has been achieved. The school assesses its pupils' attainment throughout the school and uses the information very effectively to ensure work is matched well to the needs of all its pupils. The capacity to improve further is very good.

## 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
	2000	2001	2002	2002
English	C	C	C	B
mathematics	C	B	B	A
science	C	A	B	A

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average     E

Pupils make good progress including those who have English as an additional language or special educational needs. Many attain standards above those expected by Year 6. Over the last three years, standards attained in national tests by pupils in Year 6 have remained above the national average in mathematics and science, and average in English. Compared with the performance of similar schools, pupils' performance overall has been well above average. Standards in art and design are also above average.

The results of the latest national tests (2002) were average in English and above average in mathematics and science, and in comparison to similar schools, were well above average overall. Apart from English, overall standards of work seen during the inspection were above average.

In the 2002 national tests at the end of Year 2, standards were well below average overall and below average in comparison with similar schools. Inspectors judge this to be a specific cohort with a larger than usual proportion of pupils with learning difficulties; not related to the quality of teaching and learning. Inspection evidence indicates that standards are average at the end of Year 2.

Children enter the Reception classes with attainment below national expectations. Nevertheless, they make good progress particularly in their early language acquisition and social and emotional development. However, most children are unlikely to achieve the expected targets by the end of the Reception year.

The skills of literacy and numeracy are developed well as pupils move through the school. The good progress made by both boys and girls of all abilities and cultures as they move through the school, reflects not only their very good behaviour and attitudes, but also the effective teaching and rich curriculum they enjoy. The rate of progress is particularly good in some classes grouped by ability. The school is making good progress towards meeting the realistic and appropriately challenging targets it has set for pupils' academic achievement this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. Older pupils bring a particularly mature approach to their learning. Pupils are keen to learn and succeed.
Behaviour in and out of classrooms	Pupils' behaviour is very good, reflecting the consistently high expectation of all the staff. Pupils are courteous, friendly and helpful. Their behaviour contributes significantly to their rate of learning. There have been two fixed term exclusions, which were appropriate.
Personal development and relationships	Pupils' personal development and relationships are very good. They work well together and display a confidence that equips them well for the next stage in their learning.
Attendance	Attendance is close to the national average but is unsatisfactory overall. A

	few pupils take holidays in term time and so miss lessons. Punctuality is satisfactory.
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## TEACHING AND LEARNING

Teaching of pupils in:	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.*

Teaching is very good overall. The teaching of English or mathematics was observed in all year groups. Although teaching was observed in only some of the other subjects, of the few lessons seen, teaching reached an equally high standard. There was no unsatisfactory teaching. Teachers have consistently high expectations of what pupils will achieve and, as a result, pupils learn well in lessons. This high quality teaching promotes very effective learning and, as a result, pupils achieve levels of performance often above the national average.

The teaching of literacy skills is good overall, with pupils learning the skills of writing creatively, improving their spelling and punctuation effectively. The teaching of mathematics, especially of numeracy skills, is of similar good quality. During the teaching of other subjects, teachers effectively develop pupils' literacy and numeracy skills. Pupils also enjoy their learning as a result of interesting activities and they settle down to work enthusiastically and with determination. Teachers show enjoyment in, and enthusiasm for, their work and challenge pupils' learning. The teaching of all pupils with specific special educational needs or English as an additional language (EAL) in reading and writing is very good. The school is effective in meeting the needs of all pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The learning opportunities provided by the school are very good. The clubs before school, during lunchtime and after school are of a high quality.
Provision for pupils with special educational needs	The systems and provision for pupils with special educational needs are very good. Pupils have full access to the rich curriculum provided.
Provision for pupils with English as an additional language	Very good. Pupils make good progress during their time at school and the high quality teaching overall is responsible for this.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for pupils' moral, social and cultural development is very good. The school provides very good opportunities for pupils to understand the richness and diversity of other religious beliefs and ethnic groups and takes good steps through its policies to combat racism.
How well the school cares for its pupils	The school gives high priority to pupils' welfare. It maintains very good procedures and practices for meeting statutory requirements including health and safety. The school is a safe and secure environment. Teachers know their pupils well and, as a result, provide individual and appropriate support and challenge.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership. The school's continuing success is based on a thorough knowledge of its strengths and weaknesses and how these can be built upon. The headteacher is particularly effective in developing strong teams. He is very well supported by a hard-working and committed staff.
How well the governors fulfil their responsibilities	The governors provide very good support for the school and fulfil their statutory responsibilities very well. They are very committed and provide a good balance of challenge and support to the work of the school. As a result, they are effective in helping to improve provision and maintain high standards.
The school's evaluation of its performance	Very good. The school knows its strengths and weaknesses. This work is supported by effective targets for each pupil, to raise standards further.
The strategic use of resources	The school makes good use of its available resources. The school spends its budget wisely and seeks to obtain the best value for money. The administration of the school by the office staff is very good. Staffing is good and the accommodation is satisfactory overall.

## 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>Children like school.</li> <li>The school expects children to work hard and achieve their best.</li> <li>Teaching is good.</li> <li>Children make good progress.</li> <li>The headteacher is very good.</li> </ul>	<ul style="list-style-type: none"> <li>Homework.</li> </ul>

The inspection team endorses the positive views of parents. Inspectors consider that the school is committed to working closely with parents and has a very good range of procedures in place to facilitate this. Although a few parents feel there is insufficient homework, the inspection team judges the amount of homework to be appropriate.

## **PART B: COMMENTARY**

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

**Most pupils make consistently good progress during their time at school. By the end of Year 6, standards in mathematics and science are above average and in English average.**

1. Children enter the reception classes with attainment below national expectations. Nevertheless, they make good progress particularly in their early language acquisition and social and emotional development. However, most children are unlikely to achieve the national standards expected for their age.
2. In the 2002 national tests at the end of Year 2, standards were well below average overall and below average in comparison with similar schools. Inspectors judge this to be a specific cohort with a larger than usual proportion of pupils with learning difficulties; not related to the quality of teaching and learning. Inspection evidence indicates that standards in the 2003 cohort are now average at the end of Year 2.
3. By the end of Year 6, pupils have made good progress in their learning, due to the high standard of teaching which they experience. This has a significant impact on the standards they attain. Over the last couple of years, standards in mathematics and science in Year 6 have remained typically high when compared with the national average. In 2002, test results in mathematics and science were above the national average and average in English. Most pupils gained the level expected nationally (Level 4) in mathematics and science. Many pupils achieved the higher Level 5. Compared with the performance of similar schools, the school's standards were well above average overall.
4. The work of the current Year 6 pupils indicates that these high standards are being maintained. Analysis of the Year 6 national tests for 2002 indicates that only 64% of pupils were in the school in Year 2. In the current Year 6 (2003) the level of mobility is higher than the previous year, as only 59% took the Year 2 test at this school. This is very high. The school's attention to the literacy needs of all the pupils including the significant number of pupils with EAL is very good, although standards are average this is still good progress. There are several contributing factors:
  - the quality of teaching is very good;
  - other subjects of the curriculum are used well as a vehicle for delivering pupils' skills, writing in particular;
  - the absence of worksheets means pupils develop good routines;
  - the literacy hour has been well adapted to suit the particular needs of the school;
  - this is a school where reading is viewed by boys and girls as appropriate and fun;
  - assessment data are used to identify weaker areas, change practice, address them and set targets. The impact of the changes made is evaluated objectively;
  - co-ordinators have real ownership of their subject and have the authority of the headteacher "to run with their ideas"; and
  - the team spirit evident in the school provides a supportive atmosphere where staff can try out new ideas and learn from each other.
5. Pupils with special educational needs as well as those with English as an additional language are well supported and make good progress towards the targets set for them, many achieving standards similar to pupils of average ability. Learning is a priority within a fully supportive atmosphere in classrooms. Staff know the pupils well as individuals and, as a result, the pupils learn well and move forward at a good rate towards attaining the high standards the school maintains. By the time pupils leave the school at the end of Year 6, they are confident, articulate, self-assured young people, well prepared for the next stage in their learning.

**Pupils' very good attitudes, their behaviour and relationships with each other and the staff, make a significant contribution to the standards achieved.**

6. Pupils have a positive attitude to their work. They work well, showing maturity and confidence. When they find tasks difficult they persevere, ask others for help or seek out the teacher for further guidance. Boys are particularly motivated in this environment and in discussion with Year 6 boys they say, "learning is fun." There is a climate of mutual respect and pupils collaborate well on tasks, for example, in discussing the words they might use in order to improve the quality of a short passage they are drafting. On such occasions, they listen carefully to each other and are sensitive in the way they suggest improvements. They work hard for teachers whom they know are working equally hard for them. Pupils grasp readily the opportunities given them to take on additional responsibilities in the school, such as preparing for assemblies or providing a musical accompaniment should this be needed.
7. Behaviour in and around school is very good, with teaching and learning time being maximised as pupils move efficiently between classrooms and activities. At playtime, behaviour is orderly with no instances of inappropriate behaviour. Although staff expect good behaviour, they do not take it for granted and give praise readily to support these expectations.
8. Pupils are given, and readily take, opportunities to demonstrate their personal development. In literacy, Year 4 pupils give mature responses in discussion, which reflect their development as critical readers. Year 5 pupils reflect thoughtfully on their work and demonstrate a desire to improve it further, explaining how the setting of targets supports this. Pupils are taught to reflect on questions before answering them and to take ownership of the presentation of their work. This ensures pupils are on task and learning well.

### **Teaching of a consistently high quality ensures that effective learning take place.**

9. Teaching and learning in the lessons observed were very good. This is directly responsible for much of the good practice in the school, such as high quality learning and good progress. In the limited time available, inspectors focused on the teaching of English and mathematics, and of the skills of literacy and numeracy. Although teaching was observed in only some of the other subjects of the curriculum, this sample does provide a clear picture of the overall quality of teaching in the school. Pupils' work shows the good progress that has occurred because of the very good levels of planning by teachers.
10. Teaching seen was of very good quality overall. No teaching seen was judged to be unsatisfactory. Senior staff monitor teaching throughout the school to ensure that teachers' practice reflects the guidance and support made available. This process has been very effective in developing a common understanding of what makes effective teaching. Most teachers have consistently high expectations. This high quality teaching promotes very effective learning and, as a result, pupils attain levels of performance above the national average.
11. The teaching seen of English and literacy skills was very good overall. The teaching of mathematics, and especially of numeracy skills, was of a similar very good quality. During the teaching of other subjects, teachers effectively develop pupils' literacy and numeracy skills. Teachers in Years 1 and 2 give particular attention to speaking and listening skills. Teachers show enjoyment in and enthusiasm for their work, and are rightly confident in their subject knowledge and ability to offer pupils a range of strategies for learning. The teaching of pupils with special educational needs and EAL is very good, and ensures that some achieve nationally expected levels of performance. The challenges offered to pupils of average and higher ability, particularly at the end of the junior years in Years 5 and 6, where they are grouped by ability in mathematics, enables many of them to attain standards that are above average. The school is effective in meeting the needs of all pupils.
12. Teachers plan their teaching in year teams to a common format, that includes very precise lesson objectives and activities well chosen to achieve the lesson's purpose. Thanks to teachers' very clear explanations, pupils are equally clear about not only what they have to do, but also why they are doing it. For example, the teacher made very effective use of the final ten minutes in a lesson, when pupils explained to each other what they had been doing and what they had learned as a result. Constant repetition and review of learning objectives ensure that effective learning takes place. Through their skilled use of questions, teachers challenge pupils' thinking, never accepting less than

a thoughtful and considered response. The subject knowledge of the teachers of Year 6 pupils is used well. Teachers regularly refer to work done in other subjects and link pupils' learning experiences in a way that gives extra meaning to what pupils do.

13. The teaching of information and communication technology is good and an improvement since the school was previously inspected. Of particular value is the teaching of basic ICT skills in the purpose built suite.

**The headteacher, supported by the governing body and highly effective key staff, provides outstanding leadership and management.**

14. The headteacher provides outstanding leadership. Aims and values of the school are exemplified in his rigorous yet supportive approach, which focuses on a high quality education for all pupils. The acting deputy headteacher provides effective support and makes a positive contribution to all aspects of pupils' learning throughout the school.
15. The headteacher's vision for the school's continuing success is based on a thorough knowledge of its strengths and weaknesses, and how these can be built on. He is a source of ideas and initiatives, intended to promote effective learning and maintain high standards. He provides clear educational direction for the development of the school, successfully combining the demands made by national and local initiatives with the school's own identified priorities, leading to improved provision.
16. The headteacher is particularly effective in managing the staff, developing a strong sense of teamwork and a commitment to improvement. His thorough knowledge of the particular talents of each member of staff enables him to make best use of the expertise within the school, to the benefit of pupils and the staff as a corporate group. The senior management team and subject leaders are forward looking and have a good knowledge of what works well and what needs developing.
17. The governors provide good support for the school, and fulfil their statutory responsibilities very well. Established systems of communication ensure that they have an appropriately up-to-date overview of the school's work and achievements. This information, together with their developing employment of the principles of best value, enables them to make informed decisions on the school's behalf. Within the governing body, there is a good breadth of expertise and experience that places governors in a strong position to support the headteacher and staff in improving provision and maintaining standards. Governors respect the headteacher's professional knowledge and integrity, coupled with his flair for leadership and strong management ability. They recognise that he and the staff are crucial factors in raising the school's performance and its achievements.

**The school has a very clear awareness of its strengths and weaknesses, based on evidence gained through evaluation of its performance. This leads to very effective action taken to secure improvement.**

18. This is a school that knows its strengths and weaknesses well. It has very effective arrangements for getting a detailed and accurate picture of its performance, and for analysing the information. Challenging but realistic targets for individual pupils and for the whole school, based on this evaluation, are supported by well-designed plans for action to ensure these targets are met.
19. The school has focused on developing whole-school procedures for the analysis of its performance data and the regular examination of pupils' work. The evidence gained is put to good use in evaluating how well the school is performing in relation to the national picture, the performance of similar schools and, most importantly, its own previous achievement. Detailed profiles of individual pupils' achievements are based on class teachers' regular assessment of each pupil's progress towards the targets set for them in English, mathematics and science. The school makes good use of statutory and optional national tests to inform these assessments. The examination of pupils' work in other subjects, carried out effectively by subject leaders, provides similarly focused evidence of standards across the curriculum. In this way, the school is beginning to seek best value for money when it undertakes its spending; it relates this well to the impact on learning and management, thereby giving an all-round evaluation of itself.

20. Alongside this process, the school has successfully established a programme for the regular observation of teaching and the examination of teachers' planning and record keeping procedures. The headteacher and subject leaders ensure that all staff have a clear, corporate view of the strengths and weaknesses in the school's teaching. This regular observation, identifying areas for improvement, which are successfully addressed, ensures that good improvement takes place. This open climate reflects mutual professional respect and confidence in the school's leadership. All staff feel a keen sense of ownership of what is achieved and a shared commitment to improvement.
21. There is a clear sense of purpose in the school: teachers, pupils, non-teaching staff, governors and most parents take pride in the school. Although results in national tests compare favourably with other schools, staff are not complacent and there is a clear commitment to continued development.
22. The views of parents and staff are sought regularly and plans to involve pupils further are at an advanced stage. These evaluations help to ensure that staff, parents and pupils feel that their views are valued and important.
23. There is clear acknowledgement of areas of strength, but also targets for raising standards further, as identified in the detailed school development plan and subject action plans. For example, improving the number of computer workstations and providing more opportunities for pupils to take responsibility for their learning. Pupils' work is regularly monitored and pupils are beginning to be involved in setting their targets for development with their teachers.

**The very broad curriculum leads to effective learning, supported very effectively by the very good provision for personal development, including spiritual, moral, social, and cultural development.**

24. The curriculum is very broad and includes very good extra-curricular activities. Very good attention is given to the main subjects, yet the curriculum is stimulating and structured and gives a very good breadth to the pupils' learning experiences. Boys do well as the curriculum and teaching encourages and demands very high standards in a positive ethos where expectations are very high. All pupils are very well prepared for the next stage of learning.
25. Provision for moral and spiritual education is very good. The school is very successful in developing an atmosphere within which all pupils can grow and flourish, respect others and be respected. The high quality teaching values pupils' questions and allows them appropriate time to reflect on their own ideas, thoughts and concerns and their understanding of other faiths. There are very high expectations of good behaviour and teachers provide very good role models. The introduction of work on citizenship into the curriculum is enabling pupils to have good opportunities to discuss issues such as 'choices and consequences', making appropriate decisions with a value judgement.
26. Provision for social education is very good. Pupils understand the need for school rules and treat each other well. Many lessons provide opportunities for pupils to work together in pairs or groups to share ideas and solve problems. The personal, social and health education programme, which includes drugs awareness education and sex education, provides a good programme for pupils to consider a range of relevant issues about taking responsibility in society. Residential visits provide a different environment for pupils to work together. The school's very good programme of self-evaluation seeks out pupils' and parents' views on a range of issues and is an extremely effective way of raising pupils' self-esteem and confidence.
27. Provision for cultural education is very good. Pupils find out about their own tradition and culture when considering life in post war Britain from the demise of coal mining and ship building to the introduction of new industry. Other cultures are considered when pupils undertake comparisons between England and a country such as India. In literature, books from different cultures help older pupils understand some of the situations facing children in different parts of the world, helping them to learn tolerance and understanding of other countries and different ways of living.

**WHAT COULD BE IMPROVED**

28. There are no significant areas of weaknesses in the school. It is well aware of what it needs to do to maintain its very good level of improvement and has effective systems in place to continue to improve. The school has however identified the need to reduce the number of pupils taking extended holidays in term time as an area for priority development.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no key issues to address.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	12	10	4	0	0	0
Percentage	0	46	38	15	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	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	599
Number of full-time pupils known to be eligible for free school meals	146

FTE means full-time equivalent.

Special educational needs	YR – Y7
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	137

English as an additional language	No of pupils
Number of pupils with English as an additional language	255

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	48

## Attendance

### Authorised absence

	%
School data	5.1
National comparative data	5.4

### Unauthorised absence

	%
School data	0.7
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	45	43	88

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	33	35
	Girls	39	41	42
	Total	67	74	77
Percentage of pupils at NC level 2 or above	School	76 (90)	84 (92)	88 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	34	29
	Girls	40	43	43
	Total	70	77	72
Percentage of pupils at NC level 2 or above	School	80 (92)	88 (96)	82 (99)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	47	43	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	37	37
	Girls	36	34	42
	Total	67	71	79
Percentage of pupils at NC level 4 or above	School	74 (73)	79 (77)	88 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	37	35
	Girls	33	36	40
	Total	61	73	75
Percentage of pupils at NC level 4 or above	School	69 (62)	81 (77)	83 (88)
	National	73 (72)	74 (74)	82 (82)

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

**Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
159	1	0
1	0	0
10	1	0
14	0	0
0	0	0
3	0	0
11	0	0
107	0	0
39	0	0
7	0	0
30	0	0
72	0	0
43	0	0
24	0	0
1	1	0
28	0	0
50	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 – Y7**

Total number of qualified teachers (FTE)	25.2
Number of pupils per qualified teacher	22.9
Average class size	28.5

**Education support staff: YR – Y7**

Total number of education support staff	24
Total aggregate hours worked per week	496

**Financial information**

Financial year	2002/2003
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	£
Total income	1,641,661
Total expenditure	1,619,260
Expenditure per pupil	2,663
Balance brought forward from previous year	87,351
Balance carried forward to next year	109,752

**Recruitment of teachers**

Number of teachers who left the school during the last two years	19
Number of teachers appointed to the school during the last two years	19
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)	2

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	599
Number of questionnaires returned	163

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	3	2	0
My child is making good progress in school.	50	43	5	1	1
Behaviour in the school is good.	47	44	2	1	5
My child gets the right amount of work to do at home.	32	40	20	6	1
The teaching is good.	52	37	4	1	6
I am kept well informed about how my child is getting on.	43	46	7	2	2
I would feel comfortable about approaching the school with questions or a problem.	58	36	4	0	2
The school expects my child to work hard and achieve his or her best.	52	42	1	1	5
The school works closely with parents.	40	45	10	1	3
The school is well led and managed.	60	36	1	1	3
The school is helping my child become mature and responsible.	38	48	7	1	5
The school provides an interesting range of activities outside lessons.	30	36	12	7	13