

# INSPECTION REPORT

## **Heathrow Primary School**

West Drayton

LEA area: Hillingdon

Unique reference number: 102385

Head teacher: Mr J Hobbs

Reporting inspector: Mrs S Vale  
22476

Dates of inspection: 29<sup>th</sup> - 30<sup>th</sup> October 2002

Inspection number: 246198

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior School

School category: Community

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Harmondsworth Lane  
Sipson  
West Drayton  
Middlesex

Postcode: UB7 OJQ

Telephone number: 0208 759 1628

Fax number: 0208 897 3024

Appropriate authority: Governing Body

Name of chair of governors: Mr Richard Newing

Date of previous inspection: 9<sup>th</sup> - 12<sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Heathrow Primary School is situated in the London Borough of Hillingdon close to Heathrow airport. It is a slightly larger than average primary school and has increased in size to 304 boys and girls on roll since the last inspection. This has resulted in new building works in order to accommodate these pupils. A new hall, information and communication technology (ICT) suite, outdoor play area for children in the Foundation Stage, and a library, has been created and more sturdy mobile classrooms used to accommodate the increase in numbers. Many of the families at the school are employed at the airport. The number of pupils eligible for free school meals is below the national average. The percentage of pupils who speak English as an additional language is high when compared to the national average; however, attainment on entry is generally in line with national averages. The percentage of pupils identified as having special educational needs is broadly in line with the national average, but those with statements of special educational needs is above the national average.

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

Heathrow Primary School is a very good school, with some excellent features. The very good teaching and excellent leadership and management results in pupils' achieving very high standards. The school gives very good value for money.

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

- Pupils make very good progress and reach high standards in English, mathematics and science in the national tests taken by eleven year olds and in lessons throughout the school.
- Teaching is very good. Teachers always expect the most from their pupils and make work interesting and challenging. There is no unsatisfactory teaching with 97 per cent of lessons being good or better and 58 per cent being very good or excellent.
- The strong, clear, excellent leadership of the head teacher, the very good teamwork of the staff and the very good support of governors ensure that high standards are valued and that the school continues to improve.
- Attitudes, behaviour, relationships, and personal development are excellent; pupils apply themselves to their work with enthusiasm and interest. They have excellent concentration and work alongside each other in racial harmony.
- The school's partnership with parents is excellent. Parents are very supportive of all that the school does and there are currently over 30 parents helping in school on a regular basis.
- Provision for pupils' spiritual, moral, social and cultural development is very good. The many and varied extra-curricular activities, including the experience of a residential trip to France, enhance pupils' learning and support pupils' personal development, and understanding of other cultures.

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

- There are no features that require significant improvement.

*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 considerable improvement since its last inspection in February 1998 and shows a continued commitment to improve still further. Eleven year olds continue to reach above average standards in the national tests, which they also did at the last inspection. Strategies for assessment have been reviewed and are now simplified so that clear targets for pupils' learning are set and pupils are actively involved in the setting of targets in English and mathematics. Further opportunities have been provided for the professional development of teachers, particularly in the learning styles of pupils in the nursery and during Key Stage 1. Teaching is now 100 per cent satisfactory with many more lessons

being very good or excellent than at the last inspection. Resources have been increased to aid pupils reading and research with high standards of work being achieved in project work. A secure outdoor play area has been established for children under five. The school development plan is very thorough and very detailed and identifies clear financial forecasts for the planning periods. The provision for information and communication technology has also improved since the last inspection and this has helped to raise standards of attainment in this area of the curriculum.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	A
mathematics	A	A	A	A
science	A	A	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the National Curriculum tests in 2001 for pupils' aged 11, overall standards in English, mathematics and science were well above average expectations when compared to schools nationally and well above in English and mathematics when compared to similar schools. For pupils aged seven, standards achieved in their tests, were also well above national expectations in reading and mathematics and above national averages in writing. The results for 2002 despite having a larger than average number of special needs pupils show that pupils by the age of 11 achieve above national expectations in English and mathematics and well above national expectations in science. Pupils at the age of seven also achieve standards which are well above national expectations in reading and writing and above in mathematics.

The findings of this inspection agree with the school's test results and judge standards in English, including literacy, mathematics including numeracy and science to be well above average when compared with other schools. The rate of improvement over the last four years remains stable. The school sets demanding targets to maintain and improve standards. In English, standards are particularly high in speaking and listening, an area, which the school is currently focusing on. In mathematics pupils show very good abilities when carrying out mental calculations and problem solving. Pupils throughout the school reach good standards in information and communication technology because of the school's improved provision. Children under five make rapid progress and reach good standards in all aspects of their learning. Throughout the school pupils with special educational needs make very good progress and reach high standards for their capabilities. Higher achieving and gifted and talented pupils also make very good progress overall, and the use of setting in mathematics and for some aspects of English work ensure that pupils of all abilities are challenged and able to achieve to their full capability.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils take real pride in their work and the school values their efforts.
Behaviour, in and out of classrooms	Excellent. Pupils behave very well. They are polite, well mannered and treat each other with respect.
Personal development and relationships	Excellent. All members of the school community work and play together in harmony.
Attendance	Satisfactory.

## TEACHING AND LEARNING

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

The quality of teaching and learning is very good throughout the school. 58 per cent of the teaching observed was very good or excellent, 39 per cent was good and three per cent was satisfactory. There was no unsatisfactory teaching. The very good and excellent teaching was seen throughout the school. The high quality of teaching of English and mathematics, including literacy and numeracy enables pupils to make good progress. Teachers have very good knowledge of these subjects. They use good question and answer sessions to make the pupils think and to ensure their learning takes place. Teachers have high expectations of the standards that the pupils can achieve and motivate them to do their best. This means that the pace in lessons ensures that all pupils are challenged. Teachers' planning is very thorough and ensures that pupils are fully included in the lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well organised and encourages pupils learning. The range and number of activities on offer to pupils outside the school day are very good.
Provision for pupils with special educational needs	Very good. Procedures for identifying and supporting pupils with special educational needs are fully in place and they have very good access to the school's curriculum. They are well supported and make good progress towards their targets.
Provision for pupils with English as an additional language	Provision is very effective and allows all pupils equal access to the curriculum, where they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual development is very good and encourages very good moral and social values. Provision for pupils' understanding of the multi-cultural nature of British society is also very good and encourages parental and pupils involvement of all faiths and cultures through different cultural activities in school.
How well the school cares for its pupils	Good. Assessment is very thorough with pupils being individually tracked throughout the school and pupils are actively involved in their own



	target setting.
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The school works very well in partnership with parents. Many parents are volunteer helpers in school. At the time of the inspection there were 30 regular parent helpers supporting in school.

The school provides a good selection of activities, which pupils can try outside the normal curriculum. This enhances their learning and widens their horizons.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Excellent. The head teacher gives the school very clear and purposeful leadership. This results in very effective teamwork by the staff and a joint commitment to continuing high standards. Staff with subject responsibilities perform their roles well and play an active part in compiling the school development plan.
How well the governors fulfil their responsibilities	Very good. The Governing Body fulfils its responsibilities very well. They take an active role in monitoring the school's finances, standards and the curriculum. This gives them a good knowledge of the school and allows them to support it well.
The school's evaluation of its performance	Excellent. The school analyses the results of annual tests carefully to ensure that high standards are maintained. There is very good monitoring of teaching both by the head teacher, senior management and the local education authority. The school knows exactly what to do to continue its high standards.
The strategic use of resources	Very good. The schools resources are used very well to promote pupils' learning. Improvements to the premises, for example, the new information and communication technology suite, and the building of the hall are carefully costed and governors receive regular reports to enable them to judge the effectiveness of their spending.

The school applies the principles of best value well, sets itself very high standards and always strives to achieve the best in all aspects of school life.

## 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>• Their children like school</li> <li>• Their children make good progress</li> <li>• Behaviour is good</li> <li>• Teaching is good</li> <li>• Parents feel well informed about their children</li> <li>• Feel they can approach the school and that the school will listen</li> <li>• The school works closely with parents</li> <li>• The school has high expectations and is well led and managed</li> <li>• School helps their children to become more</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of parents would like to see a wider range of out of school activities</li> <li>• All parents expressed their great concern at the fact that Heathrow Primary School may be threatened with closure if the third runway at Heathrow airport is built</li> </ul>

mature	
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The findings of the inspection support the positive views of the parents, in particular the high expectations, which the school has for their children to achieve well. The inspection findings also agree with the parents, concerning the very good teaching and excellent leadership and management, and that extra-curricular activities were many and varied.

## **PART B: COMMENTARY**

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

**Pupils make very good progress and reach high standards in English, mathematics and science in the national tests taken by eleven year olds and in lessons throughout the school**

1. The school's performance in the 2001 National Curriculum tests at the end of Year 6 was high and remained high when compared to similar schools. In English and mathematics the results were above the national average and in science they were well above. All pupils reached or exceeded the nationally accepted level in English and mathematics, with over 50 per cent achieving at the higher level (Level 5) expected for pupils of this age. This also indicates how well the school is providing for pupils with special educational needs and those with English as an additional language. They also provide very well for pupils who are gifted in certain subjects, for example, in stretching and challenging more able pupils through setting in mathematics and in some aspects of English work. Achievements in English are particularly good with pupils making rapid progress and being almost three terms ahead of the national average. Taking all three subjects together, pupils are about two terms ahead of the average showing that the school is successfully educating all its pupils. Over the five years 1998 – 2002, test results have remained consistently above the national average, keeping pace with the rise in standards nationally.
2. Evidence from the inspection shows that in Year 6 lessons, pupils' standards remain very high especially in English and mathematics. Higher attaining pupils are well catered for and are constantly challenged to achieve as well as they possibly can. They, and other pupils, know exactly what they need to do to improve in all aspects of their work and are actively involved in their own target setting within these subjects. Because of the very good quality teaching, standards in the end of year tests in English, mathematics and science are set to remain high. For example, in a Year 6 mathematics lesson for more able pupils, the rate of learning was tremendous as the pupils were constantly challenged in their thinking. They were using excellent mental strategies to change fractions into percentages and decimal fractions. Pupils were confident at reading information from a table and deepening their thinking because of the challenging work given. During this lesson the teacher drew on the very secure mathematical knowledge the pupils had built up over the years and encouraged them to think for themselves. This they did with confidence and by the end of the lesson all knew how to find a given percentage and their attainment was well above that expected for their age.
3. Learning was also particularly good in an English lesson in a Year 5/Year 6 class where pupils were analysing how paragraphs are constructed and how to use adverbs effectively in extended writing. Again, the very good quality of teaching enabled pupils to learn very effectively during the course of the lesson. Pupils were able to say exactly what they thought an author was implying in a paragraph and therefore to work out the different character traits, in the passage. Because pupils' reading skills were so good, they were able to cope with this demanding work confidently. By the end of the lesson achievement was high and pupils had a very good understanding of how paragraphs are used in writing.

**Teaching is very good. Teachers always expect the most from their pupils and make work interesting and challenging. There is no unsatisfactory teaching with**

**97 per cent of lessons being good or better and 58 per cent being very good or excellent.**

4. In 100 per cent of lessons teaching is satisfactory or better, in 97 per cent it is good or better and in 46 per cent it is very good with a further 12 per cent being excellent. Teaching is very good throughout the school and this is why standards are so high by the time pupils leave at the age of 11. Pupils get a very good start in the nursery and reception classes and the effective teaching they receive as they move through the school has a very positive impact on their progress and attainment. This is true for pupils of all abilities as can clearly be seen from the Year 6 national test results in which all pupils reached at least the accepted level in English and mathematics with over 50 per cent exceeding this.

5. Teaching is very good for a number of reasons. Teachers have:

- A very good knowledge and understanding of subjects and this helps them to set challenging and interesting work. For example, all teachers throughout the school are very knowledgeable about the teaching of English and mathematics, and set appropriate homework to support what pupils are learning in class.
- Work set is relevant and challenging for the needs of individual pupils. The way the school sets for mathematics, allows pupils to achieve to the best of their ability in whichever group or mixed aged class they are in. For example, in the lower ability mathematics set in Year 3 and 4, pupils, who at the beginning of the lesson were struggling to understand the concepts of halves and quarters, had progressed so well in their learning that they were working in fifths and sixths by the end of the lesson.
- Well-organised activities, such as those seen in the nursery and reception class, help pupils to learn most effectively. By having the children in groups rotating around different activity areas, the time was used extremely well and the levels of concentration and interest maintained. By the end of one lesson, the children could explain how to plant bulbs and why, made and decorated birthday cards, and played imaginatively with the play dough and the dolls houses.
- Imaginative and interesting work is a strong feature of many lessons.
- Teachers prepare some very good resources to stimulate pupils' interest and help them concentrate on their work. For instance, in a Year 2 lesson on phonics and spelling, the resources used to support the children's learning, were very well prepared and showed that the teacher had a very good knowledge of the individual learning abilities for different children by giving them appropriately challenging work.

6. Another, and very important, factor in the very good teaching is that:

- Teachers manage pupils very well by always expecting the best of them and being sensitive to their needs.
- The good behaviour and enthusiasm of pupils to their learning is a direct result of the good relationships they have with their teachers and the atmosphere of mutual trust and respect seen in many classes. This was illustrated well in a

mathematics lesson in a Year 6 lower ability group, where the difficult concept of quadrants and negative numbers were being taught and the very good teaching ensured that all pupils were able to keep up and by the end of the lesson to understand what they had just learnt.

- Teaching is carefully monitored by the head teacher and senior staff. This ensures that pupils receive the best possible standards of teaching available and hence that standards remain high.
- The thorough assessment of pupils' work means that teachers are able to target support where needed, and provide work that is closely matched to pupils' needs.
- Individual learning targets are set and pupils are well aware of what their targets and learning objectives for each lesson are. This has a positive effect on improving pupils' learning.

**The strong, clear, excellent leadership of the head teacher, the very good teamwork of the staff and the very good support of governors ensure that high standards are valued and that the school continues to improve.**

7. The head teacher has clear values and ideals, which he shares effectively with his staff and governing body. The positive role model provided by the head teacher in his relationships with pupils encourages them to react well to one another and to value each other's views and opinions. The clearly defined role of individual coordinators ensures that each curriculum subject area is well led, ensuring that high standards are maintained across the whole curriculum. Teachers with subject responsibilities fulfil their roles very well by planning for and monitoring development and their work feeds into the school's school development plan. This means that the provision for pupils continues to improve, particularly noticeable in the development of the information technology suite.
8. A unique aspect to Heathrow Primary School is the excellent way in which all staff work so closely together in planning and in supporting each other. Each individual member of the teaching staff, regardless of how long they have been teaching, shares the responsibility of giving the pupils in their care the best possible education they can receive.
9. The head teacher and staff work very well with governors to ensure that they receive relevant information about the curriculum, which enables them to monitor it effectively and focus their spending on improving the quality of education for the pupils.
10. Each governor takes a special interest in one subject and with regular visits ensures that all have extensive knowledge of the school's work. They have spent funds wisely in improving provision for information and communication technology, and the building of the new hall, and this has resulted in helping to raise standards of attainment since the last inspection.

**Attitudes, behaviour, relationships, and personal development are excellent; pupils apply themselves to their work with enthusiasm and interest. They have excellent concentration and work alongside each other in racial harmony.**

11. Pupils really enjoy coming to school. From the moment they arrive at Heathrow at the start of the school day, they are happy to be in school and are ready to learn and contribute to school life.
12. Before the inspection started, parents told inspectors that they were very impressed by the attitudes and values, which the school promotes. Those parents at the pre-inspection parents' meeting were unanimous that pupils show a very high level of respect for one another, that they have positive attitudes to their work and that they want to come to school.
13. Attitudes and behaviour of pupils seen in lessons were never less than good and often very good and excellent.
14. Pupils have a strong feeling of responsibility towards the school and their peers. They readily contribute to life at Heathrow and staff are very good at giving them the opportunity to do so. For example, in one assembly, a small group of children from the orchestra played their stringed instruments whilst younger pupils danced to the music, which was appreciated by all pupils in the school.
15. When talking to pupils about what they like about being at Heathrow Primary School, pupils of all ages were unanimous that they liked their school because they did 'interesting and challenging things', and because they 'made lots of new friends' as everyone was 'kind and friendly'.
16. House captains and prefects are elected and take their duties, such as finding out the views of pupils seriously. 'Buddy systems' operate, older pupils listen to younger pupils read and when at play, make sure that younger pupils are happy and not daunted by playtimes. This really shows how well pupils work and play together in racial harmony.
17. Pupils behave very well. In assembly they listen with interest and in absolute silence. During lessons pupils understand how important it is to listen to what the teacher is saying. This is seen even with the very young children in school, who listen attentively to the teacher. Pupils of all ages work very hard often persevering even when tasks are challenging.
18. Pupils are willing to practise and improve their work; they know that they have to work very hard to do well. Because they take care and really try hard they make good progress. The reason for work is made clear to pupils, which helps them to understand the importance and relevance of what they do. This is reinforced by the excellent support pupils receive from their parents, who equally explain to their children the importance of working hard.
19. Pupils' excellent attitudes to their work and to school and the very good teaching ensure that standards are high.

**The school's partnership with parents is excellent. Parents are very supportive of all that the school does and there are currently over 30 parents helping in school on a regular basis.**

20. Parents attending the pre-inspection meeting and the large number who responded to the questionnaire expressed very positive views about the school, which the inspection findings fully endorse. Parents are kept well informed about how their children are getting on. The right amount of homework is being given and it is relevant for the ages and work, which their children are doing. There are appropriate opportunities for parents to meet with teachers and discuss attainment and progress. Annual reports are very good and give pupils the opportunity also to report on how well they feel that they have done in the year. There are regular newsletters sent home, which are informative and allow good communication between home and school.
21. Parents appreciate that staff are approachable and they feel confident that they could easily raise any questions or concerns and be listened to. They are delighted that the head teacher works so hard and has been a constant and stable influence on the life of the school.
22. Parents are given very good opportunities to be involved in the work of the school and at the time of the inspection more than 30 parents were currently helping in the school; for example, listening to readers, and supporting in lessons.

**Provision for pupils' spiritual, moral, social and cultural development is very good. The many and varied extra – curricular activities including the experience of a residential trip to France, enhance pupils' learning and support pupils' personal development, and understanding of other cultures.**

23. Provision for pupils' spiritual development is very good. Not only are assemblies celebrations of good work by pupils both within school, but they also celebrate the achievements that pupils make outside of school as well. The way pupils support each other and work well harmoniously alongside each other, all adds to the spiritual dimension within Heathrow Primary School. For example, pupils helping each other is seen right from Nursery where they help each other put on their coats, all the way through to Year 6 mathematics lessons where pupils were helping each other to solve problems in the mathematics they were doing.
24. Provision for pupils' moral and social development is particularly positive. The very hard working staff, have consistently high expectations of all aspects of pupils' life at school and pupils respond accordingly. There is a mutual respect amongst staff, pupils and parents. This has a very positive influence upon pupils' attitudes and behaviour within school and in turn ensures that pupils aim to achieve to the best of their ability in all lessons.
25. The taught curriculum is substantially enriched by extra-curricular activities including sport, music and drama, dance, art and craft, information and communication and technology work and there is also a chess club. Some pupils have the opportunity to learn to play musical instruments and there are regular performances for the whole school and parents to see. There are many visits out of school in connection with various subjects and aspects of the curriculum; for example, the residential trip to France for pupils in Year 6 in which every pupil participates. All of these extra activities make a positive contribution to pupils' learning and enhancing their social skills as well as their understanding of other cultures.

**WHAT COULD BE IMPROVED**

26. There are no significant areas for improvement.

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

27. As above - no significant areas for improvement.



## 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	12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	12	10	1	0	0	0
Percentage	12	46	39	3	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR –Y6
Number of pupils on the school's roll (FTE for part-time pupils)	33	253
Number of full-time pupils known to be eligible for free school meals	0	15

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	54

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	54

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	18	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	18	18	18
	Total	36	36	36
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (95)	100 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	18	17	18
	Total	36	35	36
Percentage of pupils at NC level 2 or above	School	100 (95)	97 (95)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	17	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	23
	Girls	17	16	17
	Total	38	37	40
Percentage of pupils at NC level 4 or above	School	95 (92)	93 (97)	100 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	22
	Girls	16	15	16
	Total	36	35	38
Percentage of pupils at NC level 4 or above	School	90 (92)	88 (97)	95 (97)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	196	0	
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	45	0	0
Asian or Asian British - Pakistani	9	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	196

### Number of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	125	67	3	1	0
My child is making good progress in school.	135	57	1	0	3
Behaviour in the school is good.	152	43	0	0	1
My child gets the right amount of work to do at home.	105	72	11	1	7
The teaching is good.	157	37	0	0	2
I am kept well informed about how my child is getting on.	114	77	2	0	3
I would feel comfortable about approaching the school with questions or a problem.	149	41	4	0	2
The school expects my child to work hard and achieve his or her best.	160	33	0	0	3
The school works closely with parents.	119	74	1	0	2
The school is well led and managed.	165	30	0	0	1
The school is helping my child become mature and responsible.	133	61	1	0	1
The school provides an interesting range of activities outside lessons.	86	70	19	3	18

### Other issues raised by parents

Parents are very concerned that the school may be threatened with closure if the third runway at Heathrow airport is built. Parents are very supportive of the school and appreciate all that the staff do for their children; they do not want to see their children's education interrupted and feel that the stability of their children's education will be under threat if the proposal goes ahead.