

# INSPECTION REPORT

**St.George's [Hanover Square] C.E.**

**Primary School**

Hanover Square, London W.1

LEA area: Westminster

Unique reference number: 101130

Headteacher: Mr M Lothian

Reporting inspector: Mr S Beaumont  
8440

Dates of inspection: 31<sup>st</sup> January – 1<sup>st</sup> February 2000

Inspection number: 188784

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	South Street, Mayfair, London
Postcode	W1Y 5PD
Telephone number:	0207 629 1196
Fax number:	0207 641 4920
Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend Prebendary W M Atkins
Date of previous inspection:	16 <sup>th</sup> - 19 <sup>th</sup> April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

St.George's is a Church of England Primary school, set in the heart of Mayfair, serving local families and some living further away. The school has a long history and prides itself on being a traditional school. There are 182 children on roll and is smaller than most primary schools nationally. The pupils come from families with varied economic and social backgrounds, but it is generally a very favourable area. Children enter the reception class with well-developed learning and social skills. A large proportion of pupils speak English as an additional language and the number of pupils entitled to free school meals is broadly in line with the national average. There are 13 pupils receiving additional outside help for their special educational needs. The school is oversubscribed. Parents choose the school for it's religious background, traditional values and high reputation.

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

This is a good school with many very good features. The pupils achieve high standards in English and mathematics. The quality of teaching is very good, there is good management and because the strengths greatly outweigh the weaknesses, it provides good value for money.

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

- Attainment in mathematics and English, particularly speaking and writing is very high.
- Overall there is very good teaching, notably in the reception class and for pupils aged five to seven and in Year 6. Over half the lessons inspected were very good or excellent.
- All who work in the school have very high expectations of pupils and they gain a good response from them.
- There is a very good ethos in which pupils feel secure and valued and through which they gain traditional values.

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

- Teaching and use of information technology throughout the school
- Organisation of the teaching of science so that pupils reach their potential.

*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 developed well since the last inspection in April 1996 and standards have improved, notably in mathematics and science. The governors are now more fully involved in checking on standards and in determining priorities. Curriculum planning has improved and there has been greater delegation of responsibilities to teachers with subject responsibilities. However, they do not all monitor the quality of teaching in their subjects. Assessment and record keeping are now more consistent. There has been insufficient improvement in providing opportunities for learning through information technology. The school is well placed to continue its improvement and governors and staff are looking to raise standards even further.

## 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
	1997	1998	1999	1999
English	B	A	A*	A
Mathematics	D	A	A	A
Science	D	B	B	C

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

Children enter the school before they are five with skills above those expected nationally. Over half of the children currently in the reception class achieve beyond what is normally expected for their age. At the end of Key Stage 1, standards are very high in writing when compared with schools nationally and with similar schools. Standards in reading and in mathematics are well above the national average and well above those achieved in similar schools. At the end of Key Stage 2, standards in English are well above average when compared with all schools and with schools having similar intakes. Standards in science are above the national average and in line with those attained in similar schools. The percentage of seven year old pupils achieving levels higher than expected for pupils of their age is well above the national average in reading, writing and mathematics. Similarly the percentage of eleven-year-olds achieving higher levels than expected for their age is well above the national average in English and mathematics. The quality of work seen during the inspection confirmed these standards. Pupils of varied levels of attainment make good progress and are being challenged to work to their potential.

Standards have improved over the last three years in line with the national trend, but from a high starting point. The school meets and in some instances exceeds the targets, which are set.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and are proud to belong to it. They have very good attitudes to learning. They expect to work hard and are not disappointed. They complete the tasks that are set and present their work well. They take on responsibilities well and investigate, research and learn for themselves very effectively.
Behaviour, in and out of classrooms	Pupils behave well. They know the school rules and follow them closely. They are very polite and consider the needs of others. Behaviour on the twisting stairs and in the cramped playgrounds is good.
Personal development and relationships	Personal development is very good. Pupils have very good relationships with their teachers and with each other. They work well together and respect each other's differences. They show initiative and carry out their responsibilities conscientiously.
Attendance	Attendance is below the national average, due in part to extended overseas travel. There is no unauthorised absence.

## TEACHING AND LEARNING

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

Overall the quality of teaching is very good. Of the 23 lessons inspected, two were excellent, ten very good, five good and one unsatisfactory. All lessons in the reception class were very good. Teaching in Year 2 and in Year 6 is also notably very good. The teaching of English and mathematics is very good throughout the school. There is satisfactory teaching of science. Planning of lessons is good in all lessons and teachers are careful to set work to meet the needs of pupils with different attainment levels. Higher attaining pupils are set challenging tasks and often-taught in separate groups, which improves their performance. Teachers expect highly of pupils and work through their lessons at a brisk pace. The weaknesses are in the control of pupils in a very small number of lessons with the younger pupils in Key Stage 2. Teachers do not always set sufficient homework to extend learning, or use classroom assistants efficiently throughout lessons. The very good quality of teaching ensures that the quality of learning is very good, pupils' academic needs are met and they make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The opportunities for learning in the reception class are very good. There is a strong emphasis given to the teaching of English and mathematics throughout the school, which means that a lower priority is given to history, geography and physical education. There is not enough teaching of information technology to meet the requirements of the National Curriculum. There are very few extra-curricular activities, but very good use of the local area and excellent business links result in exciting opportunities for learning.
Provision for pupils with special educational needs	Pupils make good progress and meet the targets set for them. Pupils with physical problems are very well integrated into the life of the school.
Provision for pupils with English as an additional language	The school makes good provision, uses its grant effectively and pupils make rapid progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The strong Christian ethos, clear role models provided by staff and precise moral teaching help to ensure that pupils gain a good understanding of their social and moral responsibilities. Opportunities for reflection, including silence, help pupils to develop spiritually. Many visits and other events help pupils' cultural development.
How well the school cares for its pupils	The school cares for its pupils well, knows them as individuals and monitors their development effectively. Child protection procedures are in place and all who work in the school show concern for each pupil's safety and welfare.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good, calm and effective leadership. He considers change carefully and then acts with determination. Management is good, other than that the National Curriculum's requirements for information technology are not fully met. The deputy headteacher works very well with the headteacher and carefully analyses standards and performance. Very good teamwork is a very positive feature of the school.
How well the governors fulfil their responsibilities	Governors have a very clear vision for the future of the school. They work very closely with staff, notably in attending an annual two-day residential conference, during which priorities for development are agreed. They act as critical friends and use their specific professional and business skills to further the work of the school.
The school's evaluation of its performance	Governors and staff carefully analyse test results and use these to help bring about change. Good evidence of this is the recent focus given to the teaching of mathematics, leading to marked improvement. Teachers do not monitor each other's teaching sufficiently.
The strategic use of resources	Good use is made of available finances, linked to educational priorities. Excellent business links mean that pupils enjoy horse riding in Hyde Park and cookery lessons in a Park Lane Hotel. Sponsorship brings additional learning resources. Teachers are well deployed, but the space in classrooms is not always used efficiently. Administrative support is very good and this helps the school to run smoothly. The school gives good value for money.

## 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>• Good behaviour.</li> <li>• High expectations that pupils will work hard.</li> <li>• School deals with complaints well.</li> </ul>	<ul style="list-style-type: none"> <li>• Too little homework.</li> <li>• Not enough information about their children's work and progress.</li> </ul>

Inspectors endorse parent's positive comments. Although the amount of homework set is in line with national guidelines, more could be set at more regular intervals for pupils in Key Stage 2. Information given to parents as to what their children will be learning is good and very good in the reception class. Very regular and informative newsletters are produced. Although arrangements for parent's consultations are good and parents can get clear judgements about their children's levels of attainment, reports lack clarity and record mainly only what has been covered. The reports should be improved to include judgement of standards and to set targets for improvement.

## **PART B: COMMENTARY**

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

#### **Attainment in mathematics and English, particularly speaking and writing is very high.**

1. The pupils achieve very high standards in English and in mathematics in their National Curriculum tests. A high percentage of pupils gain levels that are expected of pupils two years older than themselves.
2. From the reception class pupils' experience a high proportion of direct teaching and are required to use their speaking and writing skills creatively and accurately in all subjects. They become very confident speakers and are given many opportunities to express themselves in classroom activities and in drama. Pupils know that they will be listened to. As they grow through the school their speech becomes more persuasive and they learn to construct arguments and to present a particular point of view. They write in a variety of ways and there is evidence of very sensitive poetic expression, for example, in some Year 5 writing, which details their thoughts for the new millennium.
3. Writing skills are very well taught throughout the school. In Year 1 the classroom is alive with pupils' writing. They are taught phonics in a systematic way and this helps their spelling. Pupils are required to look very carefully at what is written, as when they compared two differing texts of the "Three Billy Goats Gruff". In all classes teachers plan their work very carefully to match the pupils' differing levels of ability and expect very highly of them in terms of the quality of written work and of how it is presented. All teachers insist that pupils use their investigative and research skills in other subjects and this helps the development of their writing. This was noted particularly in Year 5, where pupils were framing questions to verify historical facts and in Year 6 where pupils were using indexes in books and CD ROMS to gain precise information.
4. Teachers place great emphasis on ensuring that pupils understand the principles of arithmetic and can use a variety of methods to solve mathematical problems. Teachers are careful to ask questions such as "can you tell me how you did that?", or "can anyone think of another way of doing it?". Teachers use visual aids and examples of real-life situations to very good effect and this makes learning real.
5. Pupils have very good quick and accurate recall of number facts, including multiplication tables and this helps them solve problems confidently. Daily practice with increasingly difficult number combinations helps to extend their skills.
6. Teachers set tasks that are challenging and insist they are completed. Teachers are careful to build in revision of work previously covered into what is to be learned. A very good example of this was seen in a Year 6 class, where the properties of reflex angles were built on to what the pupils already knew. Similarly, a group of higher attaining pupils withdrawn from Year 3 were led to see that all triangles had angles, which added up to 180 degrees.
7. The high standards in English and mathematics have a very positive effect on the quality of pupils' learning across the curriculum.

**Overall there is very good teaching, notably in the reception class and for pupils aged five to seven and in Year 6. Over half the lessons inspected were very good or excellent.**

8. All teachers plan their lessons very well. Each lesson has very clear objectives for what is to be learned and in the best lessons these are shared with the class at the start of the session. Teachers plan different activities to match the needs of all pupils. They use a variety of teaching methods and constantly check on whether pupils have understood what has been introduced. Teachers use questions particularly well to do this.

9. Particularly good teaching is given to higher attaining pupils. Each teacher is aware of pupils with notable talent or high achievement and plans activities to extend their thinking and develop their skills. This is achieved mainly within the classroom setting, but there are examples of regrouping, as where a Year 2 pupil is taught with Year 6 for mathematics and where higher attaining groups from several classes are taught by the mathematics co-ordinator in the mathematics resource room. "Booster sessions", arranged in the Trinity term, also focus on those pupils who are performing at the top of a level who could be pushed to attain the level above.
10. Lessons are given at a good pace and pupils are required to gain their own materials, move quickly between activities and complete their work within the time given. Teachers have good subject knowledge, other than in information technology and they use this well. Teachers are very enthusiastic and this becomes infectious. A good Year 1 dance session involved fully all the pupils, including a pupil with a physical disability, in the story of the Blue Balloon. The teacher's own knowledge and enthusiasm led pupils to use their bodies very well to express light movements very effectively. Her choice of music to extend their sensitivity was excellent and her use of pupils to demonstrate good quality movement helped all to improve their performance. The reception teacher has a very good understanding of how young children learn and uses this to create a very well organised classroom and a carefully structured day. She works very well with the nursery nurse and the high expectations, praise and enthusiasm, which they bring have a very positive effect on the quality of learning and progress that children make.
11. The teaching of mathematics and English is notably good throughout the school. In an excellent numeracy lesson in Year 6, the teacher set problems and asked what processes would be involved, then challenged pupils to invent their own and become the teacher of a partner. An excellent demonstration on how to use a protractor was given using an overhead projector and pupils then required to measure angles within one degree of accuracy. Pupils themselves were put into situations and instructed to turn 180, or 360 degrees. Pupils were then invited to give similar instructions and offered challenges such as "move left 270 degrees". Throughout the lesson the teacher used correct mathematical vocabulary and insisted that pupils did so. Throughout the lesson the teachers made pupils think and this had a very positive effect on their learning.

**All who work in the school have very high expectations of pupils and they gain a good response from them.**

12. The pupils, throughout the school, respond well to the high expectations set by all staff. Relationships between pupils and teachers and amongst the pupils are very good. The pupils respond well to the very good pace set in many of the lessons seen, often with timed tasks, which encourage quick thinking. They eagerly participate in the teacher's rapid and careful questioning sessions planned to evaluate their learning and to extend their knowledge and understanding. Higher attaining pupils are supported well and set challenging tasks, which evoke a very good response and this helps produce very high standards, particularly in English and mathematics.
13. Pupils with special educational needs and those learning English as an additional language respond well to the work set and make good progress. Overall, all pupils produce work of good quality, take pride in their work and present it neatly.
14. The pupils are very proud of their school. They enjoy coming to school and participate willingly in all that is provided for them. The pupils' behaviour, in lessons and around the school is good. The pupils have good attitudes to learning and want to succeed. They readily take on responsibility for their own learning and by the middle of Key Stage 2, have the ability to research and investigate. Pupils are expected to think for themselves and to use the skills they have acquired, from an early age. Two girls and two boys in Year 6 take on the responsibility of head girl and boy.

This involves them in supporting the management and organisation of the lower and upper school. A school council is in the process of being formed and elections are taking place. This will support further the good teaching of citizenship that exists in the school.

15. The school uses a good variety of strategies to encourage good behaviour and personal development. The "Mention Book" records the pupils' achievements, both academic and personal and highlights are read from this in assembly. Badges are awarded for courtesy. All classes have drawn up rules, routines and procedures that are well known and understood by the pupils. Overall the pupils are hardworking and well behaved.

**There is a very good ethos in which pupils feel secure and valued and through which they gain traditional values.**

16. The school values its pupils and has established a very good ethos within which academic achievement and good relationships amongst pupils and between pupils and adults, can flourish. The atmosphere in the school reflects it's Christian foundation and each pupil is seen as unique.
17. The school knows its pupils well and provides a caring and supportive environment. Academic and personal development are monitored effectively. Good support is provided for pupils assessed as having special educational needs and this enables them to take part in the full curriculum and make good progress. Similarly, the talents and skills of higher achieving pupils are recognised and developed. The emphasis on social and moral teaching underpins strong traditional values, which are shared throughout the school and fully supported by parents and the local community. Many parents choose the school for these values and several stated that these values remained with their children throughout their schooling and beyond.

**WHAT COULD BE IMPROVED**

**Teaching and use of information technology throughout the school**

18. Standards in information technology are below what is expected nationally at the end of Key Stage 1 and Key Stage 2. This is because the full National Curriculum is not taught, teachers are not sufficiently confident in using computers and information technology is not an integral part of learning.
19. The school is aware of these shortcomings and has identified the use of computers as a focus for development. A good start has been made in that a computer suite has been created, with sufficient networked computers for whole class use. The school has successfully bid for funds from the National Grid for Learning. As yet, teachers have not received training to boost their confidence, improve their skills and see how to use information technology in most subjects. A newly appointed co-ordinator for the subject is adapting national schemes of work to meet the needs of the school. Software resources to support this scheme of work will need to be purchased.
20. There are areas of strength to build on. All pupils already have their own "floppy discs" and are taught to save their work. Where direct teaching is given, as in a Year 6 session in the computer suite jointly taught by the information technology teacher and the Year 6 teacher, the quality of teaching is good. The school has developed the teaching of mathematics through the curriculum co-ordinator having non contact time and working alongside other teachers and see this pattern as useful in developing work in the use of computers. Many pupils have computers at home and have well-developed keyboard and mouse control skills.
21. Modern technology is not used widely in the day-to-day running of the school, for instance in library cataloguing, or in the keeping of registers and pupils do not see the advantages of this technology around them. There are no clubs to extend computer use, or provide access for

those without them at home.

### **Organisation of the teaching of science so that pupils reach their potential.**

22. The results of the 1999 national tests in science at the end of Key Stage 2 were above the national average and pupils' attainment was close to the average in comparison with similar schools. However, these results indicated a lower level of performance than in English and mathematics, where the comparable results were well above the national average and in comparison with similar schools. The schools' analysis of the results and monitoring of the teaching and learning suggested two main reasons for this: the lack of pupils' knowledge and understanding of technical vocabulary and the recall of previous learning, in particular experimental and investigative science. To achieve improvements in these areas teachers are incorporating in their planning the regular recall of previous learning, with an emphasis on the meaning of specific science vocabulary, planning challenging tasks at all levels of attainment and setting homework. Teachers are beginning to assess pupils' abilities to set up their own investigations on a regular basis.
23. The monitoring of the teaching and learning in science is too general and does not examine how effectively the subject is taught. There is evidence of some good practice throughout the school, but this is not shared sufficiently. For example, the second of two short weekly science lessons in one year group was planned to reinforce the learning objectives of the previous lesson. The pupils enjoyed the timed tasks which included a questions and answer session, a short task working from a vocabulary sheet and a quiz at the end of the lesson as a means to assess the pupils' understanding of the functions of the heart as an organ of the body. In contrast, one untypical lesson was too long to sustain the pupils' concentration, poorly planned and the learning objectives unclear. The pupils were investigating magnetism. Using a newly introduced process sheet, they designed their own experiments to identify the most powerful magnets. Many pupils were unclear of the process and did not understand what was expected of them. Some finished early and moved around the class interrupting other pupils, others were noisy and insufficiently focused on the task. The pupils supported by the special needs support teacher made better progress than the rest of the class. In contrast, an excellent lesson, exploring the melting properties of different materials, was well supported by the teacher's enthusiasm and subject knowledge. The lesson was short, had good pace, lots of planned timed tasks and a wonderful series of experiments performed by the teacher with the pupils huddled around. This brought a spiritual dimension of awe and wonder to the lesson and a very good ethos for learning.
24. The co-ordinator monitors standards and assists and supports the teachers, some of whom lack confidence in teaching the subject. Teachers' plans are available for scrutiny but are not signed and dated by the co-ordinator. The co-ordinator has not observed teaching for some time. Currently, monitoring is not effectively evaluating the impact of teaching on pupils' progress and suggesting where some teaching needs to be refined.
25. An agreed structure to science lessons should bring a better consistency in approach. With more pace and rigour to the lessons, timed tasks and appropriate length, accompanied by the good strategies already being applied, the school is well placed to improve standards in science so that pupils reach their potential.

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

26. In order to raise standards further, the governors, headteacher and staff should now:
  - (1) Improve teachers' skills and confidence in using information technology, use the available computers in most subjects and teach the required curriculum for information and communication technology throughout the school;
  - (2) Raise standards in science in Key Stage 2 by ensuring that pupils use scientific vocabulary correctly and build in more revision sessions into the programme of learning.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	10	5	5	1	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Y R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	182
Number of full-time pupils eligible for free school meals	33

FTE means full-time equivalent.

Special educational needs	Y R – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	91

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	17

### Attendance

Authorised absence	%
School data	8.1
National comparative data	5.4

Unauthorised absence	%
School data	0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	12	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	12	12	12
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	97 [100]	97 [90]	97 [97]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	12	12	12
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	97 [97]	97 [97]	97 [97]
	National	82 [81]	86 [85]	87 [86]

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	18	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	7
	Girls	18	17	16
	Total	27	26	23
Percentage of pupils at NC level 4 or above	School	96 [87]	93 [80]	82 [83]
	National	70 [65]	69 [59]	78 [71]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	7	7
	Girls	18	17	17
	Total	27	24	24
Percentage of pupils at NC level 4 or above	School	96 [87]	86 [80]	86 [83]
	National	68 [65]	69 [65]	75 [71]

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



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

	No of pupils
Black – Caribbean heritage	17
Black – African heritage	13
Black – other	1
Indian	5
Pakistani	4
Bangladeshi	0
Chinese	3
White	96
Any other minority ethnic group	28

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	18.2
Average class size	24.4

#### **Education support staff: Y R – Y 6**

Total number of education support staff	5
Total aggregate hours worked per week	95

### ***Financial information***

Financial year	1998/1999
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	£
Total income	442097
Total expenditure	389392
Expenditure per pupil	2377
Balance brought forward from previous year	1988
Balance carried forward to next year	54693

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

### **Questionnaire return rate**

Number of questionnaires sent out	182
Number of questionnaires returned	72

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	21	1	1	0
My child is making good progress in school.	63	28	6	1	3
Behaviour in the school is good.	67	22	3	7	1
My child gets the right amount of work to do at home.	39	38	7	11	6
The teaching is good.	56	36	6	1	1
I am kept well informed about how my child is getting on.	47	28	4	18	3
I would feel comfortable about approaching the school with questions or a problem.	71	24	1	4	0
The school expects my child to work hard and achieve his or her best.	67	25	1	6	1
The school works closely with parents.	53	31	1	14	1
The school is well led and managed.	68	24	7	1	0
The school is helping my child become mature and responsible.	56	35	4	3	3
The school provides an interesting range of activities outside lessons.	50	25	8	11	6