

INSPECTION REPORT

HANDSWORTH PRIMARY SCHOOL

Highams Park

LEA area: Waltham Forest

Unique reference number: 103059

Headteacher: Lillian J Mumme

Reporting inspector: Brian Gosling
22453

Dates of inspection: 4-5 December 2000

Inspection number: 224435

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:	3 to 11
Gender of pupils:	Mixed
School address:	Handsworth Avenue Highams Park London
Postcode:	E4 9PJ
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Appropriate authority:	Governing body
Name of chair of governors:	Mr L Smith
Date of previous inspection:	November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is bigger than other primary schools with 304 pupils; 158 boys and 126 girls with an additional 40 children who attend the nursery part time. Twenty three pupils are eligible for free school meals, which is below the national average. Some pupils come from minority ethnic groups and the percentage of pupils speaking English as an additional language is a bit higher than most schools. Sixty five pupils have special educational needs and five pupils have Statements of Special Educational Need, which is similar to the national average. Pupils come predominantly from the area close to the school and their attainment on entry to the school is, generally, above average. Almost all pupils transfer to the technology college that shares the same site.

The school is popular with parents and is always oversubscribed with applications for places at the school. Consequently, there have been substantial building works recently and the number of pupils the school can admit each year has been increased to 60, which allows the school to have two full classes in each year. Further building works are planned to provide the additional classrooms needed to accommodate the increased number of pupils.

HOW GOOD THE SCHOOL IS

Handsworth Primary School is an effective school. Although children have above average attainment when they first come to school, high standards are maintained through good teaching and the effective leadership and management of the school. By the time they leave the school, pupils' attainment is well above the national average. The school provides good value for money.

What the school does well

- Standards are high at the end of Key Stage 2, particularly in English, mathematics and science.
- Pupils' attitudes and behaviour are very good.
- The quality of teaching is good, and often very good, in Key Stage 2.
- The quality of curriculum provision is good, particularly for science in Key Stage 2.
- The school cares well for its pupils and their personal development is very good.
- The headteacher provides effective and strong leadership and the management of the school is very good.

What could be improved

- Standards of writing in Key Stage 1 are not high enough.
- Children in the reception class do not currently receive a curriculum that is appropriately based on the national guidelines for children in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. The main focus of school development since the last inspection has been the improvements to the accommodation. This has required a great deal of time and energy in planning and maintaining the smooth running of the school during the building works. Nevertheless, the high standards of the school's provision noted in the last inspection report have been maintained. Since the last inspection, school improvement has been satisfactory.

Standards have improved significantly in information and communications technology. Teachers have received a number of training sessions to improve their skills and the number and quality of the computers in the school has been increased. The design of the new classroom block provides good areas for computer suites. The school has developed further plans for the improvement of this important aspect of pupils' learning. Furthermore, the school has introduced a policy for the more able pupils and this has been particularly successful in Key Stage 2. Nevertheless, further improvement is required in the areas of writing and the provision of greater challenge for more able pupils in Key Stage 1.

STANDARDS

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

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

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

By the time pupils leave the school at the age of 11, standards are high. The school has successfully maintained high standards for a number of years and achieved further improvement broadly in line with the national trend. (A* indicates that results are in the top five per cent of schools in the country.) Although results in English in 2000 dropped to above the national average, this was only 0.1 per cent below the well above average level attained in mathematics and science. The percentage of pupils who attained the nationally expected Level 4 was well above the national average in English, mathematics and science. The school has successfully raised standards for the more able pupils and the percentage who attained the higher Level 5 in 2000 was well above the national average in mathematics and science, and close to the national average in English. Standards are particularly good in the experimental and investigative aspects of science. The school has set appropriate targets for future attainment.

Standards are not as high at the end of Key Stage 1, although they are above the national average in reading and mathematics. High standards in writing in Key Stage 1 have not been maintained and they are, currently, not high enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and work enthusiastically at their tasks.
Behaviour, in and out of classrooms	Very good. Pupils are courteous, polite and respectful. They have been very co-operative during the disruption created by the building works. There have been no exclusions.

Personal development and relationships	Very good. Relationships are very good throughout the school and pupils develop positive attitudes towards one another.
Attendance	Attendance figures for the school are better than the national average.

TEACHING AND LEARNING

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

Half of the lessons seen were good or very good. Almost all the other half were satisfactory although one lesson was unsatisfactory. The quality of teaching is significantly better in Key Stage 2, where one third of lessons seen were very good and half were good. This is mainly because teachers in Key Stage 2 plan lessons more effectively. They plan clear learning intentions for the lesson and set tasks that take account of the different learning needs of individual pupils. In Key Stage 1, pupils are often set the same task and this does not provide sufficient challenge for more able pupils. Consequently, pupils make better progress in Key Stage 2.

The skills of numeracy are taught well across the school but literacy, particularly writing, is taught less well in Key Stage 1 where writing tasks are often insufficiently challenging and not enough attention is given to developing pupils' skills progressively, building upon their earlier learning. The school generally meets the needs of all pupils with the exception of the more able pupils in Key Stage 1 in writing. The way that all teachers manage behaviour and organise lessons appears effortless because good relationships are maintained and pupils are enthusiastic and capable of sustaining concentration well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and the quality of the provision for science is particularly good. However, the curriculum for children in the reception class is not based on the Early Learning Goals ¹ as recommended for children in the Foundation Stage.
Provision for pupils with	These pupils are identified early and they receive good support to

¹ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development, and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1 when they begin Key Stage 1 of the National Curriculum.

special educational needs	help them improve.
Provision for pupils with English as an additional language	Pupils who have English as an additional language are supported well and they generally achieve the standards expected for pupils of their age.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are given opportunities for prayer and reflection. They create their own class rules and abide by them, being aware of the needs of others. They have a clear understanding of right and wrong and the school works hard to provide an understanding of the multi-cultural society we live in.
How well the school cares for its pupils	Good. All members of staff know the pupils well and procedures for their protection are secure.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong leadership and has managed the school well during a difficult period of extensive improvements to the school buildings. The role of subject leaders has been developed well to enable them to provide effective support for the development of their subject areas.
How well the governors fulfil their responsibilities	Good. The governing body has organised itself well to support the school effectively and takes an active role in producing the school development plan.
The school's evaluation of its performance	Very good. The school analyses the results of national tests well and monitors pupils' work and behaviour to establish strengths and weaknesses in what the school provides.
The strategic use of resources	Good. The school uses its resources well and careful financial management has ensured that commitments to improving and maintaining the accommodation are met. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The progress their children make. • Behaviour in the school is good. • The good quality of the teaching. • The school is approachable. • The high achievement of the pupils. • The leadership and management of the school. • Their children become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Inspectors agree with parents' positive views of the school. The range of activities the school provides outside lessons is satisfactory and similar to most schools, although they are mainly provided for the older pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are high at the end of Key Stage 2, particularly in English, mathematics and science.

1. The school's results in the national tests for 11 year old pupils are very impressive and high standards have been sustained for a number of years. Pupils' attainment² has remained well above the national average in mathematics and science, and well above the average of similar schools in English, mathematics and science. Although pupils' attainment in English in 2000 was above the national average, it was only 0.1 per cent below the well above average mark. Almost all pupils attain the nationally expected Level 4³ in English, mathematics and science and many pupils attain the higher Level 5. Standards are particularly high in science where almost two-thirds of the pupils attained the higher Level 5.
2. One of the major reasons that the school has been successful in maintaining high standards is the careful way that pupils' progress is tracked through the school. 'Academic Achievement Files' are compiled each year using tests scores for reading and annual tests for the National Curriculum as well as the national tests in Year 2 and Year 6. Pupils who are underachieving and high achievers are identified to enable class teachers to plan appropriate work for these pupils. Additionally, the results of the national tests are analysed to identify areas for improvement and differences in gender and ethnicity. This showed that pupils did equally well whichever ethnic group they come from and that girls achieve better than boys in writing. Consequently, writing tasks have been improved to include themes of particular interest to boys and there has been a focus on developing pupils' abilities in mental mathematics. This has been particularly successful and pupils in Year 6 carry out computations mentally to a high level. For example, most pupils confidently multiply decimals to two places by 1000 and work out addition and subtraction with numbers of two and three digits, such as 175+32 and 155-36.
3. The results for seven year old pupils in the national tests in reading, writing and mathematics are not as good as for the older pupils. Compared with all schools nationally, standards in 2000 were above average in reading and mathematics but below average in writing. In comparison with similar schools, reading was well above average and mathematics was above average but writing was well below the

² On pupils' attainment: An average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to other schools, this is stated clearly in the text.

³ On Levels: The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

average. Pupils' attainment in writing has been identified as an area for improvement by the school.

4. Pupils who need extra help are identified early and supported effectively. Teachers set clear targets for them that take account of their special educational needs.

Pupils' attitudes and behaviour are very good.

5. Pupils are keen to come to school and they enjoy lessons. They arrive punctually and this allows lessons to begin promptly. All pupils listen carefully to instructions from the teacher and they work well together on their tasks. In one science lesson that involved an investigation into the growth of mould on bread, for example, pupils knew exactly what had to be done and they worked well collaboratively. They listened attentively to suggestions by other pupils of methods for measuring the growth of the mould and shared equipment, such as binocular microscopes, sensibly and well. Pupils are willing to share ideas, as they did well in a whole-school assembly about Christmas, and they talk enthusiastically about the work they do in school.
6. Pupils behave very well in and around the school. They are polite to each other and are very clear about the standards of behaviour that are expected of them. Pupils negotiate and agree their own class rules and, through the school forum, they have the opportunity to contribute to and comment upon the school behaviour policy. They have been very co-operative during the disruptions to normal routines that resulted from the building works this year. There have been no exclusions.

The quality of teaching is good in Key Stage 2.

7. Eighty per cent of the lessons observed in Key Stage 2 were good or better and 30 per cent were very good. This is significantly better than the quality of teaching at Key Stage 1 and is reflected in the higher achievements and better progress of pupils in Key Stage 2.
8. In the best lessons in Key Stage 2, teachers demonstrate their good knowledge of the National Curriculum in careful planning of lessons that set clear and attainable learning goals for the lesson that are shared with the pupils. Consequently, pupils know what they are doing and why they are doing it. These teachers know the pupils well and they set interesting tasks with different levels of difficulty depending on the ability of the pupils. In one lesson pupils were highly motivated when discussing the conditions necessary for the growth of bacteria on bread. They considered light, warmth, dampness and oxygen before agreeing a hypothesis that they would test. They worked together well, showing enthusiasm for the task and sustaining concentration throughout the lesson. Time at the end of the lesson is used well to assess pupils' learning.
9. Teachers make good use of the school's policy to place a classroom assistant in each class and daily briefings mean that classroom assistants are clear about the intentions for the lesson and how pupils' learning is to be achieved. Classroom assistants work well with the pupils and often provide additional support for selected groups of pupils.
10. The quality of teaching in Key Stage 1 is not as high and pupils' progress is less effective. This is mainly due to the fact that learning intentions are not sufficiently

clear and tasks planned do not take enough account of the different learning needs of individual pupils. For example, in one writing lesson, all pupils were given the same task in writing a list of the things they would like for Christmas. There was, therefore, insufficient challenge for these pupils to make satisfactory progress.

The quality of curriculum provision is good, particularly for science in Key Stage 2.

11. The school provides a broad and balanced curriculum that is enhanced by the provision of various activities to meet the needs of particular pupils. In reading, the school 'Book Bus' creates interest and enthusiasm amongst the younger pupils in enjoying books and taking books home to share with their parents. In addition, classroom assistants read with pupils who require extra assistance during the lunch interval. These measures play an active part in the high standards achieved in reading across the school. All pupils visit the local library each month and Year 6 pupils use the Internet there, while pupils in Year 5 who are identified as having difficulties in mathematics use the computer equipment at the local high school to improve their capability in mathematics. There are suitable visits to places such as the Tower of London and a satisfactory range of extra-curricular activities includes sports, music, French and chess, although after-school clubs are predominantly for the older pupils.
12. The annual 'Science Challenge Week' provides an opportunity for pupils to develop and use their scientific knowledge in an exciting way. The theme changes each year to reflect an appropriate and varying aspect of the science curriculum and this year focused on the human body. Pupils in each year were challenged to investigate, experiment and then build a model to demonstrate how different parts of the body work. Younger pupils investigated the senses and healthy eating. Older pupils created very impressive working models to show how the lungs work, moving skeletal models and the variety of joints between bones as well as models of the digestive system. This makes a significant contribution to the high standards in the subject and most pupils in Year 6 achieve standards that exceed national expectations for their age.

The school cares well for its pupils and their personal development is very good.

13. The procedures for child protection are good and all members of staff are aware of the agreed practice. Both the teaching and non-teaching staff know the pupils well and they provide a secure and happy learning environment for pupils. The school took extra care during the recent building works and ensured pupils' safety through staggered play times and segregated play areas. Pupils' academic achievements are carefully monitored as they move through the school and this enables the school to identify those pupils who are not achieving to their full potential and to take the appropriate action.
14. The happy and safe learning environment created at the school allows pupils to develop well as individuals with a good awareness of the needs of others. All pupils discuss and agree on the rules for their class and these are displayed prominently in all classes. The school forum provides an opportunity for pupils to discuss issues that are important to them, such as bullying and attitudes to other racial groups. All staff provide very good role models for pupils and, consequently, relationships are good in the school. Assemblies provide opportunities for prayer and reflection on subjects such as the importance of sharing, particularly at Christmas. Pupils develop

a good understanding of the difference between right and wrong and, when rules are broken, teachers refer to the reasons why rules exist and why it is important to keep agreed rules. Pupils respond positively to this approach and it is instrumental in maintaining the high standards of behaviour and attitudes in the school. A 'Hearts at Handsworth' display has been established by the pupils to encourage tolerance and equality in the community by illustrating what makes for 'kind-heartedness'. The school works hard to provide opportunities across the curriculum for pupils to develop a greater awareness of the multi-cultural nature of British society.

The headteacher provides effective and strong leadership and the management of the school is very good.

15. The headteacher provides a clear direction for school improvement that is firmly based on sustaining and improving high standards. The school is currently restructuring the leadership roles in the school with three senior managers, each having responsibility for different age groups, replacing the traditional structure of headteacher and deputy headteacher as the senior management team. All personnel with management responsibilities work together effectively as a team, which leads directly to the maintenance of high standards.
16. The school has been managed well during the difficult period in which the first phase of the planned building works has taken place. Due to the compact nature of the school site, this necessitated the use of the hall and the library as classrooms; eliminated the opportunity to bring the whole school together for assemblies; and restricted playground space for the pupils to use during breaks. Assemblies were held in classrooms and play breaks were carefully organised with different times for older and younger pupils and play areas segregated to ensure the safety of all pupils. Nevertheless, the school's effective monitoring of its performance, has identified the need to maintain the school's ethos and eliminate variations in established school procedures that have arisen during the recent changes to the school, in order to sustain high standards of work and behaviour.
17. The role of the subject leaders has been developed effectively. They monitor test results and pupils' work regularly to produce reports on the strengths and weaknesses of their curriculum areas. Time is provided each term for subject leaders to carry out their monitoring roles, which are being developed to include the monitoring of teaching. This has resulted in the identification of areas for improvement that have recently included pupils' abilities in performing mental calculations in mathematics and writing extended pieces of work. Subject leaders in English, mathematics, science and religious education lead training sessions for colleagues that ensures accurate planning for each term's work. This has a significant effect on the high standards achieved in these subjects. The carefully planned use and deployment of supply teachers enables setting in mathematics and provides subject leaders with time out of the classroom to monitor their subject areas.
18. The governing body is well organised and very supportive. They take an important role in the development and monitoring of the school development plan. A draft plan is created following contributions from all members of staff and the draft is made available to parents for their comments before being finalised. The school development plan is a comprehensive document that makes a clear statement of the school's ethos and aims, along with detailed plans for school development. The governing body monitors progress through regular reports from subject leaders and identifies the effectiveness of its spending commitments.

WHAT COULD BE IMPROVED

Standards of writing in Key Stage 1 are not high enough.

19. In the national tests in 2000, almost nine out of ten pupils in Year 2 attained the standards expected of pupils of this age in writing. However, only two per cent of these pupils attained the higher Level 3, which is well below the national average and the average of similar schools. The sentence structure in pupils' writing is generally satisfactory but it is rather limited and there is little evidence of continuous prose or narrative writing. Some pupils use capital letters and full stops correctly but handwriting is variable.
20. Whilst the disruption caused to classes in Key Stage 1 by the building works has not been helpful, these standards are also due to the lower quality of teaching for these pupils than is found in Key Stage 2. There was insufficient challenge for more able pupils in many of the lessons observed and some writing activities are undemanding. The school has addressed the recent low standards in writing with concern and has carefully analysed the test results. Consequently, more time has been given to developing pupils' writing skills and a new scheme has been introduced to improve standards in writing.

Children in the reception class do not currently receive a curriculum that is appropriately based on the national guidelines for children in the Foundation Stage.

21. The curriculum in the reception class is based on the National Curriculum Programmes of Study and not on the curriculum for the Foundation Stage that was introduced in September this year and which focuses on the Early Learning Goals for children of this age. As a result, there is insufficient, accessible equipment for creative and play activities that allow young children to work together at informal tasks that develop their personal and social skills as well as encouraging their creative and physical development. The absence of large play equipment, such as tricycles, further restricts children's opportunities to work together with a common goal. There is no secure play area for these children that is separate from the older pupils in the school. Although no date has yet been established, the plans for the second stage of the building works contain a provision for this play space.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

22. In order to raise standards in Key Stage 1, the headteacher, governors and staff should:
 - (1) Improve standards in writing in Key Stage 1 by setting clear and specific learning intentions for literacy lessons, and develop the use of assessment of pupils' previous learning to ensure that activities match individual pupil's learning needs.
The school has identified this area for improvement in the current school development plan.
 - (2) Ensure that the curriculum for children in the reception class is firmly based on the recommendations of the Qualifications and Curriculum Authority for the Early Learning Goals for children in the Foundation Stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	36	45	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	284
Number of full-time pupils eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	65

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	2.0
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	26	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	22	23
	Girls	16	16	16
	Total	39	38	39
Percentage of pupils at NC level 2 or above	School	91 (78)	88 (83)	91 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	26
	Girls	16	16	17
	Total	38	39	43
Percentage of pupils at NC level 2 or above	School	88 (78)	91 (68)	100 (88)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	20
	Girls	19	18	19
	Total	38	37	39
Percentage of pupils at NC level 4 or above	School	97 (87)	95 (89)	100 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	19
	Girls	19	19	19
	Total	35	36	38
Percentage of pupils at NC level 4 or above	School	90 (77)	92 (85)	97 (85)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	10
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	1
White	183
Any other minority ethnic group	1

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)	12
Number of pupils per qualified teacher	23.7
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	193

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	635,584
Total expenditure	601,865
Expenditure per pupil	1,881
Balance brought forward from previous year	87,632
Balance carried forward to next year	121,351

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	320
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	0
My child is making good progress in school.	56	40	4	0	1
Behaviour in the school is good.	51	46	1	0	2
My child gets the right amount of work to do at home.	41	41	9	4	6
The teaching is good.	53	43	1	0	2
I am kept well informed about how my child is getting on.	41	46	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	62	31	6	1	0
The school expects my child to work hard and achieve his or her best.	64	35	1	0	0
The school works closely with parents.	40	41	17	2	0
The school is well led and managed.	68	23	4	5	0
The school is helping my child become mature and responsible.	42	49	1	0	7
The school provides an interesting range of activities outside lessons.	10	27	33	9	21