

INSPECTION REPORT

**ALL SAINTS CHURCH OF ENGLAND (VA)
PRIMARY SCHOOL**

All Saints, Axminster

LEA area: Devon

Unique reference number: 113426

Headteacher: Mrs C Hollidge

Reporting inspector: Mrs Fran Gillam
21498

Dates of inspection: 28th Feb – 1st March 2000

Inspection number: 182736

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 to 11 years

Gender of pupils: Mixed

School address: All Saints
Axminster
Devon

Postcode: EX13 7LX

Telephone number: 01297 32761

Fax number: 01297 32761

Appropriate authority: Governing Body

Name of chair of governors: Mr J Dangerfield

Date of previous inspection: 10th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints is smaller than most primary schools and caters for boys and girls from 4-11 years old. It has 100 full-time pupils and the number on roll is increasing. The pupils are happy and secure and there is a caring environment reflecting the Christian nature of the school. The school is undergoing major building improvements to meet the demands of the rising number of pupils. Eight children are under five years and they are taught in the reception class. Most children's attainment on entry is typical of that found nationally. Ten per cent of pupils have special educational needs, which is below the national average. Twelve per cent of pupils are entitled to free school meals, which is broadly average. Since the last inspection, two full-time and one part-time teacher have been appointed.

HOW GOOD THE SCHOOL IS

This is an effective school because there is strong teamwork between the staff, and the governing body supports them very well. The headteacher provides very good leadership. She meets the challenges facing the school positively; together with the staff and governors, she has set clear targets for improvement and has established an effective climate for development. Standards are high because throughout the school teachers are particularly effective in teaching pupils to develop and use their literacy and numeracy skills, knowledge and understanding to support their work in other subjects. The increase in the number of pupils, from 14 to 100 since the appointment of the present headteacher, indicates the confidence that the wider community has in the school.

What the school does well

- The headteacher provides very good leadership. The staff work effectively together and the governing body provides very good support.
- Standards in English and mathematics are above average by Year 6 because the teaching of the skills of literacy and numeracy is effective.
- There are very good relationships with parents.
- There is a good range of learning opportunities, which include an extensive choice of activities outside of lessons.
- Pupils' attitudes and behaviour are very good and they are supported successfully by the programme for personal development.

What could be improved

- Marking is not used effectively to inform pupils about how they can improve their work further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good progress since the school was inspected in June 1996. Standards have improved and are now above average in English and mathematics and high in science by the age of 11 years. The school now uses the schemes of work provided by the Qualifications and Curriculum Authority. The teachers use the schemes effectively to plan activities that challenge and interest pupils. The work planned ensures that pupils are learning the right things for their age and attainment and it builds effectively on what has been taught before. The well-conceived activities contribute positively to pupils' learning. Effective action following the previous inspection led to improved provision for music. By Year 6, pupils have a good grasp of musical terms and compose and perform music with confidence. The pupils make good gains in musical knowledge and understanding because the teaching of music is now good. Curriculum co-ordinators are now fully involved in developing their subject areas. They are well organised and have a clear view of what needs to be done to improve standards further. This is achieved through the careful analysis of pupils' performance in tests, looking at pupils' work and monitoring pupils' progress. This provides the school with a clear view of where strengths and areas for improvement lie.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	B	B	B	well above average A above average B average C below average D well below average E
Mathematics	C	C	B	C	
Science	D	A	A	A	

Since the time of the last inspection the trend in pupils' attainment, by the age of 11, has been upward. When children start school their attainment is broadly average. By the time pupils are 11 years old, standards are above average in English and mathematics and high in science. The pupils' achievement is good based on their attainment on entry. The children in the reception class develop their skills of literacy and numeracy effectively because the teaching is good. Teaching provides good opportunities for children to practise and consolidate their learning and this prepares them well for the next stage of learning. Throughout the school teachers build effectively on what pupils have learned before. The teaching of literacy and numeracy is effective and contributes well to the standards by Year 6. By the age of 11 years, All Saints is doing better than schools of a similar background in English and science and as well as similar schools in mathematics. The school carries out a careful analysis of pupils' performance, which is used effectively to set realistic targets for the Standard Tests in 2001 and 2002.

By the age of seven years, standards are average in reading and writing and high in mathematics. The trend in standards, by the age of seven years, over the last four years has been upward in reading and mathematics and pupils' performance in writing has kept pace with improvements in the national average. Compared to schools of a similar background, standards are better in mathematics and All Saints is doing as well as similar schools in reading and writing by the time pupils are seven years old.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils are eager to learn they settle quickly to their work and concentrate well.
Behaviour, in and out of classrooms	Very good – throughout the school, pupils show a high consideration for others. They work and play together effectively and are polite and courteous.
Personal development and relationships	Very good – pupils take on responsibility well. They offer help and support to each other and have respect for other's feelings and opinions.
Attendance	Very good – the pupils enjoy coming to school. They are punctual and attend regularly.

Older pupils organise themselves well, their behaviour is exemplary and because of this there is a calm yet busy learning atmosphere. There are many opportunities for pupils to take responsibility for their learning. The pupils in Key Stage 2 use their research skills well, particularly completing long term projects at home.

TEACHING AND LEARNING

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

Teaching is effective in meeting the needs of all pupils. In 100 per cent of lessons, teaching was satisfactory or better; it was good in 69 per cent of lessons and very good in 23 per cent. The teaching of English and mathematics is good, based on an effective approach to the teaching of literacy and numeracy. Teaching is good because teachers are clear about what they want the pupils to learn. They make the pupils aware of what they expect and this prepares them well so they settle to their work quickly. The teachers have a good knowledge and understanding of the subjects they teach and because of this, explanations to pupils are clear and informative. These explanations capture the pupils' interest because they are lively and expressive. Teachers consistently use correct terms during discussions and when introducing new work, because of this the pupils have a good grasp of mathematical and grammatical terms. They use them effectively to describe their work. Lessons are planned effectively, teachers make good use of time and the activities challenge the pupils well. The pupils respond by working hard and they talk confidently about what they are doing and what they have learned. Pupils work hard because they know the teachers value their efforts. Research skills develop well, for example, because teachers provide good opportunities for pupils to use information technology. Older pupils in Key Stage 2 develop questionnaires and interpret data effectively and gather further information to support their work, for example in literacy and geography. Teachers provide good quality homework that extends the activities in class and support learning well. Although teachers mark work regularly they do not provide information for pupils about how they can improve their work further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good – the curriculum provides a broad range of activities and is based securely on schemes of work that teachers use effectively to plan the next stage of pupils' learning. There are good opportunities for pupils to develop their skills further in the extensive range of clubs at lunchtimes and after school.
Provision for pupils with special educational needs	Good – there is effective support for pupils with special educational needs; they are integrated well in lessons. Analysis of test results and teacher assessments are used well to focus extra support for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good – teachers provide good role models for the pupils to copy. The school's programme on human values contributes very well to pupils' personal development. Visitors to, and visits out of school provide pupils with a greater understanding of the world in which they live.
How well the school cares for its pupils	Good – teachers know their pupils well; assessments are accurate and build up a clear picture of individual pupil's strengths and weaknesses. The school uses this information well to ensure that pupils learn the right things for their age and attainment.

Pupils are happy, they feel well cared for and that the teachers know them well. In discussion, older pupils explained how they are valued, made to feel important and that everyone is part of a large family. One pupil summed this up with "I joined the school in Year 4, within two weeks I felt as if I had been here always". Some health and safety aspects require attention such as ensuring there is a programme in place to check, for example, electrical equipment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good – the headteacher has a clear view of how well the school is doing and what it needs to do next. There is strong teamwork and all staff share a common goal to improve and raise standards further.
How well the governors fulfil their responsibilities	Very good – the governors support the work of the school very well. They are well informed and have a good understanding of the challenges facing the school.
The school's evaluation of its performance	Very good – the school uses the careful analysis of test results and teachers' assessments to identify areas for development. The programme for monitoring teaching is underway, it links what is happening in teaching to how well pupils are learning effectively and sets realistic targets for improvement.
The strategic use of resources	Very good – the school has a tight budget, which is managed effectively. The headteacher and governors ensure that spending is well directed and links well to targets in the school development plan, which focus upon raising standards further. The school makes good use of specialist teaching for music and information communications technology.

The governors support the school very well. They ensure that spending focuses upon areas that help to improve the quality of education and raise standards further. The school development plan is an effective tool because targets for improvement are based on a careful analysis of what is working well and which areas need further improvement. The governors and headteacher are effective in ensuring best value for money because they assess options carefully, for example, they have made substantial savings in the present building programme, without compromising quality. The costs for the school are average; the school manages the budget effectively providing 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"> The good teaching and progress their children make. The good behaviour of the children and the way the school is encouraging them to be mature and responsible. The way they feel comfortable about approaching the school with questions or a problem. The way the school expects the children to work hard and achieve their best. 	<ul style="list-style-type: none"> Less emphasis on pupils completing homework projects that parents feel are time consuming.

The parents are generally very satisfied with the work of the school. The positive views they have of the school are justified. In the return of questionnaires and at the parents meeting some parents felt that the termly homework projects pupils are asked to do are time consuming and have less value than the weekly tasks the pupils are set. The inspection findings disagree with this view. The projects support pupils' learning well, particularly in extending their knowledge and understanding of, for example, historical events and scientific discoveries. The nature of the projects also support pupils' research skills in English and help them to use their mathematical knowledge and understanding to solve problems. They are particularly suitable for pupils in Key Stage 2. For the older pupils it prepares them well for the next stage of education. The school provides clear guidance for parents on the expectations for homework and also invites parents to discuss any concerns they may have about the quality and quantity pupils are expected to complete.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides very good leadership. The staff work effectively together and the governing body provides very good support.

1. The headteacher is forward looking; initiatives such as the numeracy and literacy strategies are addressed positively with good support for staff. This has led to both strategies being introduced successfully and staff being confident to teach the basic skills. The headteacher has a clear view of what areas of the curriculum require development because the analysis of pupils' work and test results identifies strengths and weaknesses effectively. This information is shared with governors and provides them with a firm basis on which to measure the school's success and to set targets for improvement. As a result, the school development plan focuses well on those areas which will help to raise standards further, such as improving writing.
2. Staff work well together, sharing ideas and supporting one another, for example, with planning. Co-ordinators have a clear view of standards in their subjects. They check pupils' work to ensure that what has been planned has been taught and that the work is suitable for the age and attainment of the pupils. The headteacher makes good use of teachers' expertise, for example, to provide specialist teaching in music and in information and communication technology. In these areas, pupils achieve well and their skills are developing effectively as a result. The programme for identifying the strengths in teaching and what needs further improvement is underway. Observation of teaching makes clear judgements about what is working well and sets targets for improvement in subjects as well as for individual teachers. The headteacher has a clear view of where the strengths and weaknesses in teaching lie and ensures that teachers receive appropriate support through training to improve their expertise further.
3. The governing body works very well through their committees and provides very good support for the headteacher and staff. There is close work between the staff and the governors and the staff's views are taken into account. For example, the staff identified that the new corridor area had places where pupils might not be visible and because of this, changes have been made to the building programme. There are good links with governors, which are both formal and informal. The governor with responsibility for the overview of curriculum provision attends the curriculum development meetings arranged for staff. This provides insight about how well targets focused upon improving the curriculum are progressing. Together with the careful analysis of pupils' performance in standard tests, this helps governors to make informed decisions about how to channel funding to raise standards further. The governors and headteacher make very good use of funds and seek best value for money through assessing options available to them. Recent changes to the building programme have resulted in a substantial saving, for example, using slate for the roofing rather than glass. This has been done without reducing the overall quality of the work or detracting from the appearance of the new building.

Standards in English and mathematics are above average by Year 6 because the teaching of the skills of literacy and numeracy is effective.

4. Throughout the school the teaching of numeracy and literacy is good because teachers have a secure understanding of how to teach the basic skills. In the reception class, teaching places a strong emphasis on developing children's skills of early reading, writing and number. There are plenty of opportunities for children to practise and consolidate their knowledge and understanding through well organised activities. These allow the children to try out their ideas, use different equipment and to record their findings in pictures, words and charts. From the

early years through to Year 6 the pupils use the correct terms to describe their work because, teachers are very good at explaining, for example, the meaning of mathematical language and grammatical terms.

5. Teachers' knowledge, understanding, and the teaching of basic skills are effective. Teachers give information clearly and because of this, pupils quickly grasp new learning. In literacy, teachers select text that provides pupils with good examples to develop understanding further. This was evident in Year 6 when pupils were able to draw conclusions not from what was written but from what the author inferred. For example, they were able to identify within the text, clues that implied that the boy in the story had somehow travelled through time. Teachers focus their questions well and because of this, pupils are fully involved in discussions. They encourage pupils to expand on their ideas and justify their answers.
6. Teachers make clear to pupils what they want them to learn by the end of the lesson and this gives purpose to what the pupils are doing. Teachers' planning is effective because activities build effectively on what has been taught before and pupils make good gains in their learning. In a Year 5 information technology lesson, for example, the pupils effectively develop their understanding of inputting information and using commands such as 'home' and 'repeat' over a series of lessons. By the time they come to using the 'logo' program almost all of them are proficient and complete the task successfully. The pupils enjoy their work because activities such as these challenge and inspire them.
7. Teachers know the pupils well and have high expectations of what they can achieve and because of this, pupils are learning the right things for their age and attainment. Teachers check out how well pupils are learning and ensure that pupils do not move on too quickly before basic skills are secure. In numeracy, for example, there are good opportunities in the whole class sessions for pupils to practise multiplication tables and number bonds. Pupil support assistants give valuable help to pupils because teachers make sure they are clear about what they are expected to do. Activities are explained clearly and resources accessible and suitable for the tasks. At the end of lessons teachers use the time effectively to check how successfully pupils have worked. They use this information well to plan the next stage of learning.
8. Homework extends and builds upon the work in class. The work is of good quality and for older pupils it prepares them well for their next stage of education. The termly homework projects are particularly helpful to pupils in Key Stage 2 because they develop research skills in English and consolidate knowledge and understanding in subjects such as history and science.
9. The positive features of teaching contribute well to pupils' learning and reflect in the above average attainment in English and mathematics by Year 6.

There are very good relationships with parents.

10. In the return of questionnaires and the parents' meeting, parents indicated that they were very satisfied with the work of the school. The school has developed effective relationships with parents and provides a good range of information about, for example, how the curriculum is organised, initiatives such as the introduction of the literacy strategy and events taking place in the school.
11. The prospectus is informative and pupils' annual reports provide a clear view of how well pupils are progressing and how parents can help their children improve further. The school shares additional information three times a year. In the autumn term when parents discuss how their child has settled into their new class, in the spring term when their child's progress is discussed and in the summer term when reports are discussed. Parents find these meetings informative and together with the pupil's annual report, these provide a balanced view of their

child's strengths and weaknesses in learning.

12. Over the past 13 years the number of pupils attending All Saints has risen from 14 to 100 and this reflects the confidence that parents in the local and wider community have in the school. Parents rightly view the school as effective. The school seeks the parents' views when initiatives are being considered. Parents welcome the opportunity to work more closely with the school, for example, being involved with the formulation of the home/school agreement.
13. Parents appreciate the way in which the school responds to any concerns or problems they have. The staff care for their children and are quick to alert parents if they have any concerns about their child's personal or academic progress. Parents recognise the improvements the school has made since the last inspection and the impact this has had on how their children are progressing, for example, in music. Parents support the school well working in classrooms and with after school clubs, supporting their children with homework and fundraising. They give of their time willingly because of the positive relationship developed with the school.

There is a good range of learning opportunities, which include an extensive choice of activities outside of lessons.

14. Since the last inspection, the school has adopted the Qualification and Curriculum Authority's schemes of work; teachers use these schemes well. They devise programmes of work for the term, which are effective because the work builds upon what has been taught before. This ensures that pupils make good gains in their learning. There is a strong emphasis on developing numeracy and literacy across the curriculum; this is appropriate and reflects in the high standards by Year 6. Information and communications technology supports pupils' work in other subjects effectively. In geography, pupils find out about Indian customs from CD-ROM encyclopaedia. Links with mathematics occur when pupils predict what shapes they will make by inputting commands into a 'logo' program and in English to illustrate their writing by producing pictures using an art package. Not only do these activities give greater understanding to aspects of other subjects but they also develop the pupils keyboard skills and knowledge of different computer programs well.
15. The pupils have a broad range of learning opportunities across the subjects of the National Curriculum and the impressive amount of activities available outside normal lesson time enhances these opportunities further. The pupils appreciate the variety and are rightly pleased with their success in local sporting competitions. Visits out of school and visitors who bring special expertise further support learning because the activities bring added interest and relevance motivating the pupils well.
16. Pupils with special educational needs are fully involved because they receive effective support in lessons. Their confidence and self-esteem develops well because the work they are engaged provides small steps of success and reflects the targets in their Individual Education Plans. The pupils with special educational needs make good progress because of well-focused support, for example, in the 'Booster classes'.

Pupils' attitudes and behaviour are very good and they are supported successfully by the programme for personal development.

17. Pupils of all ages have a thirst for learning; they enjoy school and show an interest in what they are doing. Pupils settle quickly to their work because they are clear about what they are expected to do. This is because they listen attentively and are confident to ask questions to clarify their ideas. The pupils rise well to a challenge because they are happy to 'have a go' secure in the knowledge that the staff will value their efforts. The very good relationships they have with the staff and each other form a calm and orderly atmosphere in classes. Pupils concentrate well and try hard because the activities interest and inspire them. They want to succeed and will persevere and try different methods to solve problems. Younger children in

the reception class share equipment and work well together. Throughout the school pupils respect the ideas and opinions of others.

18. Pupils behave very well because they know what is expected of them. They have a very clear understanding of the difference between right and wrong. This is emphasised through the school rules, in discussions and at assembly times. The teachers treat the pupils with respect and this provides a good example for the pupils to copy. The pupils are confident that their efforts will be appreciated and that teachers will listen to them. This provides a positive environment for learning. Pupils want to behave well because they know it is the right thing to do. Pupils in Year 6 behave extremely well, the teachers do not have to remind them of what is expected.
19. The school has a programme for personal development, which is extremely effective in developing in pupils a strong sense of care and consideration. It links well to the programme for religious education and promotes pupils' spiritual development successfully. In one assembly, for example, the pupils consider the theme of love. The songs, story and time for reflection link together and reinforce the theme well. The pupils develop a clear understanding of how important it is to consider others and feel a sense of wonder. When they reflect on what they have experienced they express their feelings thoughtfully, for example "I felt a wave of love through my body", and "my heart grew bigger and was full of love". The programme also promotes pupils' moral and social development well through themes such as 'truth', 'peace' and 'non-violence'. There are many opportunities for pupils to take on responsibilities through classroom routines. Older pupils have good opportunities to organise their work and take responsibility for their own learning through the homework programme.

WHAT COULD BE IMPROVED

Marking is not used effectively to inform pupils about how they can improve their work further.

20. Teachers' marking is not effective in guiding pupils on a day-to-day basis about how they can improve their work further. The headteacher has recognised the need to set targets that are more specific for pupils, to raise standards further. At the time of the inspection, this had not been shared with staff and governors. In addition, the intention is to focus initially upon improving pupils' writing. Whilst this is positive, it is not precise enough to ensure that improvements are made in other subjects such as mathematics. The arrangements for marking need improving so teachers can inform pupils about what they need to do to improve. Procedures need to be put in place to measure how well pupils are responding to the guidance. Teachers can then make sure improvements are made and take further action if necessary.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The school should now:

- (1) Improve the present arrangements for marking by:
 - providing training for teachers on how to set targets for improvement when marking pupils' work;
 - ensuring that teachers add comments to help pupils improve their work; and
 - ensuring that arrangements include a method for assessing how well the pupils are meeting the targets set.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	13
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	69	8	0	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)	N/A	100
Number of full-time pupils eligible for free school meals	N/A	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	5.0
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
	1999	8	4	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	3	3	4
	Total	11	10	12
Percentage of pupils at NC level 2 or above	School	92 (100)	83 (93)	100 (100)
	National	82 (81)	83 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	3	4	4
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	92 (100)	100 (100)	100 (100)
	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	8	8	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	8
	Girls	6	7	7
	Total	13	13	15
Percentage of pupils at NC level 4 or above	School	81 (72)	81 (64)	94 (91)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	8
	Girls	6	6	7
	Total	13	12	15
Percentage of pupils at NC level 4 or above	School	81 (63)	75 (73)	94 (73)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	92
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	4.4
Number of pupils per qualified teacher	21.8
Average class size	21.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	41

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	154585.00
Total expenditure	151700.00
Expenditure per pupil	1632.00
Balance brought forward from previous year	214.00
Balance carried forward to next year	3099.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	4	0	0
My child is making good progress in school.	54	42	0	0	4
Behaviour in the school is good.	47	53	0	0	0
My child gets the right amount of work to do at home.	24	56	14	6	0
The teaching is good.	56	44	0	0	0
I am kept well informed about how my child is getting on.	43	52	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	62	37	0	0	1
The school expects my child to work hard and achieve his or her best.	71	28	0	0	1
The school works closely with parents.	49	50	1	0	0
The school is well led and managed.	57	42	1	0	0
The school is helping my child become mature and responsible.	58	42	0	0	0
The school provides an interesting range of activities outside lessons.	61	37	1	0	1