

# INSPECTION REPORT

**ALL SAINTS CHURCH OF ENGLAND  
(VOLUNTARY AIDED) PRIMARY SCHOOL**

HALIFAX

LEA area: Calderdale

Unique reference number: 107569

Headteacher: Mrs L Bigham

Reporting inspector: Mr M Newell  
10638

Dates of inspection: 1<sup>st</sup> – 2<sup>nd</sup> March 2000

Inspection number: 188110

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:	Dudwell Lane Skircoat Green Halifax West Yorkshire
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Telephone number:	01422 367140
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Nigel Dickens
Date of previous inspection:	17 <sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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The quality of teaching is good, with examples of very good teaching at both key stages and for children under the age of five.  
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The attendance rate is outstanding, reflecting the children's love of school  
All staff know the children very well and relationships between staff and pupils are of a good standard, which creates an ethos that strongly supports learning  
The school is well led and managed. The headteacher, staff and governors have a real commitment to sustaining the high standards the school achieves.

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

### **INFORMATION ABOUT THE SCHOOL**

The school is an average sized voluntary aided Church of England primary school for boys and girls aged to 11-years-old. At present there are 212 pupils on roll, 113 boys and 99 girls. Assessment data provided by the school shows that children's level of attainment when they start school is above that found nationally. Almost all pupils are of white ethnic origin. The percentage of pupils eligible for free school meals is well below the national average. The percentage of pupils on the school's register of special educational needs is 11 per cent. This is below the national average.

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

This is a good school where pupils consistently over time achieve high standards in National Curriculum tests. The strengths of the school greatly outweigh its weaknesses, although there are still areas for future development. The school is well led and managed. The teaching is of a good standard, ensuring that pupils' learning is effective and that pupils of all abilities make good progress. The school provides good value for money.

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

- Attainment in mathematics and in English, particularly in reading and speaking and listening, is very high. Attainment in science is well above average;
- Overall, the quality of teaching is good, with examples of very good teaching at both key stages and for children under five;
- Pupils are eager and keen to learn. They have a thirst for new knowledge, which makes a significant contribution to their learning;
- Behaviour in class and around the school is of a good standard, helping to create an effective learning environment;
- The attendance rate is outstanding, reflecting the children's love of school;
- All staff know the children very well and the relationships between staff and pupils are of a good standard, which creates an ethos that strongly supports learning;
- The school is well led and managed. The headteacher, staff and governors have a real commitment to sustaining the high standards the school achieves.

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

- Standards in information technology;
- Pupils' ability to write expressive, creative and extended pieces of writing;
- The effectiveness of supporting, monitoring and evaluating teaching and learning in order to spread good practice and to tackle any weaknesses.

*The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.*

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

The school has made good improvement overall since the time of the last inspection in June 1996. Standards in English, mathematics and science have risen. Schemes of work for all subjects are now in place to ensure better continuity in pupils' learning. With the valued help of parents and the local community, there has been significant expenditure made on improving the school's accommodation and it is now clearly a more attractive and effective learning environment. Procedures to evaluate the cost effectiveness of major spending decisions are now in place. The staggering of break times for infant and junior children now means that there is more room for them to play harmoniously. The good quality teaching

identified in the previous inspection has been maintained. The school is well placed to continue to maintain and, where appropriate, improve the quality of education it provides.

## 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	A	A	A*	A*	very high A*
mathematics	A	A	A*	A*	well above average A
science	C	A	A	C	above average B
					average C
					below average D
					well below average E

The above results show that attainment in English and mathematics is very high in comparison with all schools and with similar schools, on the basis of the 1999 National Curriculum tests. In science attainment is well above average when compared to all schools, but when compared to similar schools the school did not do as well. To address this the school carried out a detailed analyses of test results in science and identified specific areas for improvement, which have been acted upon during the current academic year. Inspection findings show the present Year 6 has a high percentage of pupils who are on track to achieve the level expected (Level 4) of eleven-year-olds in all three subjects. A significant percentage will achieve the next higher level (Level 5). Standards in writing, although above average, are not at the same high level as reading. Attainment for seven-year-olds is high in reading, mathematics and speaking and listening. Pupils' writing skills are above average, as is their scientific knowledge and understanding. In information technology pupils at both key stages are adept at basic keyboard skills, word processing skills and in locating information. However, standards are not at an appropriate level across all elements of the subject. When children start school attainment levels are above average. By the time they leave school at the age of eleven, standards overall in English, mathematics and science are well above average. The school is, therefore, adding much to pupils' academic knowledge, understanding and skills.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and show a real interest in their lessons. They concentrate well and are very responsive in question and answer sessions.
Behaviour, in and out of classrooms	Good. Pupils behave in a mature and sensible manner within lessons, in the playground and when they move around school. Pupils show good levels of respect to all adults and to one another.

Personal development and relationships	Good. Pupils have many planned opportunities to take on extra responsibilities. Relationships between pupils and teachers are of a good standard.
Attendance	Outstanding. The school has almost no authorised or unauthorised absence. The children clearly love coming to school and always arrive punctually and ready to start work.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
17 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.*

The quality of teaching is good overall. During the inspection teaching was very good in 24% of lessons. It was good in 64% of lessons and satisfactory in the rest. No unsatisfactory teaching was observed. Examples of very good teaching were observed in both key stages and, in particular, for children under the age of five. Literacy and numeracy are taught well across the school, ensuring that pupils' learning is effective and that pupils of all abilities are challenged. Lessons are often interesting, varied and taught with enthusiasm. The quality of teaching in science is good as it develops pupils' investigative skills as well as their scientific knowledge. The school has recognised the need to develop teachers' knowledge and expertise in the teaching of information technology to help improve standards. Teachers have high expectations and, in response, pupils work hard and at a good pace. These factors contribute to the good progress that pupils make.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the school provides a broad and balanced curriculum that ensures the needs of all pupils are met.
Provision for pupils with special educational needs	Work is often well matched to pupils' individual needs and as a result they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good overall, with provision for their moral and social development stronger than the provision for cultural and spiritual.
How well the school cares for its pupils	This is a caring, friendly school. Staff know individual pupils very well and respond to them in a caring and supportive manner.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well. She is ably supported by a dedicated team of teaching and non-teaching staff. The monitoring, supporting and evaluation of lessons and pupils' work to make teaching and learning even better is not rigorous enough.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They show a good awareness of the school's strengths and areas for development.
The school's evaluation of its performance	The school has accurately identified areas for development through its school improvement plan. These match closely to the inspection findings. All staff show a willingness to reflect critically on what they do, in order to secure improvement. The school analyses test and assessment data in an effective manner, in order to target areas for improvement.
The strategic use of resources	All available staff and resources are used in an effective manner, so as to have the most beneficial impact in helping to raise standards.

The school overall has an adequate number of teaching and non-teaching staff to meet the demands of the National Curriculum. The school has significantly improved accommodation since the last inspection, including the building of two classrooms and a computer suite. The school still has no playing fields, and has a small-sized hall and demountable classrooms in the playground. Resources are satisfactory. The school applies the principles of best value in an effective manner in its management and use of all available resources.

## 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>• The quality of teaching</li> <li>• The expectations that children will work hard and achieve their best</li> <li>• The leadership and management of the school</li> <li>• How the school helps children to become mature and responsible</li> <li>• That their children like school</li> <li>• Children are making good progress</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work children are expected to complete at home</li> <li>• The information about how their children are getting on</li> <li>• A more interesting range of extra curricular activities.</li> </ul>

Inspection findings support the positive views of the school. This is a good school, where children achieve well. The amount of work children are expected to complete at home is not dissimilar to that found in most primary schools and is, therefore, judged to be appropriate. Annual reports on children's progress are sent to parents. In addition, there are formal parents' evenings when parents can discuss their children's progress. Teachers are available at the start and end of each day for informal discussions. These arrangements are, therefore, judged to be satisfactory. The school has provided a limited amount of extra-curricular activities during the first term of this academic year but has recently re-started sports clubs and a bridge club, in addition to the drama club that runs all year round.

## **PART B: COMMENTARY**

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

**Attainment in mathematics and reading and speaking and listening is very high. Attainment in science is well above average.**

1. The basic skills of mathematics are taught well. The school has effective strategies for ensuring that pupils' numeracy skills are systematically and progressively developed as pupils move through school. The school places much emphasis on pupils developing different strategies to help them solve mathematical problems. The good subject knowledge and enthusiastic manner in which teachers teach enable pupils to be highly motivated learners who get a sense of enjoyment and achievement in lessons. All of these factors have a significant impact on the very high standards that pupils achieve by the time they leave school. Pupils are very adept at handling numbers and carry out mental calculations with speed and accuracy. The work is often challenging for pupils of all abilities and by the age of eleven pupils have a very good knowledge and understanding of shapes, space and measures and are very adept at handling data.
2. Pupils learn to read quickly from an early age. By the age of seven, many pupils are fluent and expressive readers who use a wide range of differing strategies to help them with any unfamiliar words. Many pupils throughout the school love reading and receive strong support from parents in developing a love of literature. As pupils get older they are encouraged to read a wide variety of fiction and non-fiction books which broadens their knowledge of writing styles. The school emphasises the importance of pupils using their reading skills in other areas of the curriculum. This helps them to locate information quickly from books and to develop understanding beyond the literal level.
3. The teachers expect high standards from the pupils and this is evident in the emphasis they place on the development of speaking and listening skills. The way pupils of all ages listen attentively, express their views and make contributions in discussions is impressive. In the Reception class children talk in clear sentences and talk broadly about, for example, places they have visited. Such is the clarity of expression that it enthralled classmates. Older pupils in school use good expressions and vocabulary to outline why they like a particular book or character and when comparing different texts. When reading the poem 'The Spanish Armada' pupils vary the pace, rhythm and stress on words to really make the poem come alive. The manner in which teachers are constantly seeking to develop pupils' spoken language plays an important part in the high standards that are achieved.
4. From an early age the children are introduced to the concepts of investigation and inquiry in their scientific work. Much work is of a practical nature. This is consistently developed so that, by the time pupils are in Year 6, they are knowledgeable, able to carry out experiments accurately and use their scientific knowledge to predict what might happen next or in predicting outcomes to their investigations. Pupils' recall of what they have learned is good, and is enhanced by the good amount of recorded work in their books. This also provides a useful source of reference to help them when revising. The manner in which the school analysed the science results from 1999 and modified curriculum planning and coverage for the present year has had a beneficial impact on the pupils' level of attainment.

**The quality of teaching is good, with examples of very good teaching at both key stages and for children under the age of five.**

5. The good quality teaching and on occasions very good teaching makes a significant contribution to pupils' learning and to the good progress they make during their time at All Saints School. Lessons are well planned with clear learning objectives that are made known to pupils. This results in pupils being clear about what they are learning and why. Invariably, lessons proceed at a good pace and are well structured to sustain pupils' interest. The setting of deadlines within lessons keeps the pupils on their toes and they respond well. The enthusiasm of teachers, together with the effective management of pupils, contribute significantly to the high standards that are achieved.
6. Literacy and numeracy are taught well across the school. Texts that are shared with the whole class at the start of a lesson are well chosen and really motivate the pupils. The effective use of the summing up session at the end of lessons means that teachers are aware of what pupils have or have not learned in the lesson. Examples were seen at the end of both key stages of good quality numeracy teaching. In both instances, one on place value and the other on probability, an excellent balance was struck between the oral session and the amount of time allocated for pupils to test out their new found knowledge. The lively and enthusiastic teaching kept the pupils keen and eager to learn throughout the lesson. In the Reception class, the teacher encourages children to investigate, to have a go and to look for answers themselves in their mathematical work. She actively promotes independent learning, while at the same time giving high quality, subtle prompts. The children respond very well to this approach and from an early age are inquisitive, investigative learners.
7. A strength throughout the school is the high expectations of teachers. Work is often challenging and demanding but it does not lose a sense of enjoyment in learning for the pupils. Pupils in Years 3 and 4 had been studying Ancient Greece. To conclude the topic, the teachers arranged a Greek event, where pupils and staff dressed for the occasion in chitons and wigs. The pupils ate Greek food and acted out domestic, rural, military and agricultural scenes. The event was enjoyed by all and also provided a valuable learning experience for pupils, whose knowledge and understanding of Greek history and culture was significantly enhanced.
8. The teachers have a good knowledge of the subjects they teach and this is often used to good effect. In a Year 5 lesson on the Tudors, the teacher's knowledge and interest in the Mary Rose enthused the pupils and, as a result, they were all keen and eager to find out more information from primary and secondary sources of evidence. The school also makes very good use of a part-time teacher who is a music specialist. The energetic and very well-informed teacher challenged the pupils and enabled them to make very good progress within the lesson, in how to choose and sing solo rhythms.

**Behaviour in class and around the school is of a good standard, helping to create and effective learning environment**

9. The pupils know what is expected of them in terms of behaviour and they respond in a positive manner. They are polite and courteous to visitors and show good levels of respect to all adults in school and to one another. They listen attentively when classmates are making contributions and respect other people's views and opinions, even if they are different from their own. When the pupils attend church for assembly and when watching a visiting puppet show, the level of behaviour remains at a good level. At lunchtimes, the older pupils are sensitive to the needs of younger children and

any mishaps in the playground are accidental, rather than intentional. Children aged under five are equally well behaved and show high levels of maturity and independence both in and outside of the classroom. The dining arrangements are not ideal, because the pupils have to eat in a building just off the school site. However, movement between the two sites is very well supervised and pupils show good levels of self-discipline. During the inspection inclement weather meant that pupils had to stay indoors. Standards of behaviour did not drop and pupils played table top games in a harmonious manner.

**The attendance rate is outstanding, reflecting the children's love of school**

10. The attendance rate for the academic year 1998/99 was 99.3% with no unauthorised absence. This is very high in comparison with other schools and reflects the parents' recognition of the importance of regular school attendance. Dialogue with many pupils shows that they really love coming to school and are keen not to miss any lessons unless it is absolutely necessary. This is reflected in their commitment to working hard and achieving the best they can.

**All staff know the children very well and relationships between staff and pupils are of a good standard, which creates an ethos that strongly supports learning**

11. As soon as children start school, staff take an interest in each and every child and communicate well with their families. Many children spend all their primary schooling years at the school. This enables teaching and non-teaching staff to know the children very well – strengths and weaknesses. The school provides a safe, secure and caring learning environment where children's personal and academic development is nurtured. When they leave the school at eleven-years-old the children are confident individuals who achieve high standards and are well prepared for the next stages of their educational lives.

**The school is well led and managed. The headteacher, staff and governors have a real commitment to sustaining the high standards the school achieves.**

12. Central to the school's mission statement and aims is the provision of a high quality standard of education in which each child achieves the maximum of his or her potential. This is reflected in the school's everyday life. The headteacher, ably supported by the teaching and non-teaching staff, has set a clear direction for the development of the school and in raising standards. Led well by the headteacher, the school sets itself challenging targets that reflect a commitment to achieving and maintaining high standards. The headteacher has a good grasp of the school's strengths and areas for development and these are clearly articulated in the school development plan. The governing body is very supportive of the work of the school and is equally adept at acting as a 'critical friend' when holding the school to account for the quality of education it provides. Many pupils come from advantaged homes but there is no complacency from the school, as staff constantly endeavour to seek ways of challenging or stimulating pupils of all ability levels so that all children reach their potential. The ethos in the school is very good and pupils of all ages and attainment levels are motivated and keen to do well. The atmosphere in school is friendly and caring and parents are rightly satisfied with the quality of education and the high standards the school achieves. Taking all factors into account the school is providing good value for money.

## **WHAT COULD BE IMPROVED**

### **Standards in information technology**

13. The school has recently created a computer suite within the school and is building up a good range of quality computers and appropriate software. In addition, there are computers in classrooms. However, pupils have not systematically and progressively been taught the necessary skills and knowledge over time across all elements of the subject. Pupils have satisfactory keyboard skills and can carry out basic word processing tasks, but are not adept at, for instance, merging pictures and text. The development of information technology has been clearly identified by the school as an area in need of improvement. By the time pupils leave school they have not been taught the necessary skills to enable them to explore and utilise the capabilities of computers to their fullest potential. Insufficient emphasis is placed on setting up and investigating databases, on using control technology or on using computers as a method of electronic communication. Examples were observed of computers being used to support work in other areas of the curriculum, such as mathematics and carrying out historical research, but again this is not to their fullest potential. The school has rightly identified the need for further staff training so that teachers' knowledge and expertise can be enhanced and, therefore, have a bigger impact on helping to raise standards in this area of the curriculum.

### **Pupils' ability to write expressive, creative and extended pieces of writing**

14. Pupils at both key stages are provided with opportunities to write for a variety of audiences and purposes. Work is often well presented and good attention is paid to the use of appropriate grammar and correct spelling. The weakness, however, is that writing, at both key stages, although technically correct, lacks a real sense of expression and depth. Although children throughout school are avid readers, this is not reflected as much as it could be in terms of expressive vocabulary or in building and then sustaining ideas or characters. This restricts their ability to write extended pieces of work, particularly for the oldest pupils in school. Opportunities are also missed to extend pupils' writing skills in other areas of the curriculum, such as history, science and religious education. To the credit of the school, it has already identified writing as an area for development and through their involvement in the Halifax Learning Zone they have put together a programme of activities specifically designed to improve writing standards. These include writing workshops, careful targeting of extended writing skills and visits from authors, all to help stimulate pupils' interest in writing.

### **The effectiveness of supporting, monitoring and evaluating teaching and learning, in order to spread the good practice that exists and to tackle any weaknesses.**

15. The headteacher has carried out some lesson observations in order to monitor the quality of teaching and learning. In addition, the school's local education authority advisor has undertaken observation but curriculum co-ordinators have only had limited opportunities to evaluate what is working well within lessons and what is not. The school does not carry out a regular scrutiny of pupils' work to identify strengths and weaknesses and then to set targets for improvement. The lack of systematic and stringent monitoring by the headteacher and curriculum co-ordinators means that the impact of teaching on pupils' progress is not sufficiently addressed and the good practices that are clearly in evidence in school are not always disseminated across the school.

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

16. In order to improve further, the school should:

### **improve standards in information technology by:**

- ensuring that the necessary skills and knowledge across all elements of the subject are taught in a systematic and progressive manner;
- providing appropriate in-service training for all staff;
- making good use of computers to support work in all areas of the curriculum.

(paragraph 13)

### **improve standards in writing by:**

- developing pupils' opportunities and abilities to write creative, expressive and extended pieces of writing;
- continuing to exploit the opportunities that arise for such pieces of writing in other areas of the curriculum.

(paragraph 14)

### **sharpen the focus for evaluating the teaching and learning in lessons and the scrutinising of pupils work so that:**

- strengths and weaknesses are clearly identified;
- the good practice that clearly exists is then disseminated across the school.

(paragraph 15)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	10

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	64	12	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)		212
Number of full-time pupils eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		24

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

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	2

### Attendance

#### Authorised absence

	%
School data	0.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	17
	Girls	12	12	12
	Total	29	28	29
Percentage of pupils at NC level 2 or above	School	97 (100)	93 (87)	97 (100)
	National	82 (80)	86 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	12	12	12
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	97 (100)	97 (100)	97 (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	19	12	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	11	11	11
	Total	30	30	30
Percentage of pupils at NC level 4 or above	School	90 (90)	97 (83)	97 (97)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	19	19
	Girls	11	12	12
	Total	30	31	31
Percentage of pupils at NC level 4 or above	School	97 (87)	100 (87)	100 (93)
	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	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	2
White	198
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		
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)	7.8
Number of pupils per qualified teacher	27
Average class size	25.6

#### **Education support staff: YR-Y6**

Total number of education support staff	6
Total aggregate hours worked per week	73

#### **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	98/99
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	£
Total income	378,276
Total expenditure	379,245
Expenditure per pupil	1781
Balance brought forward from previous year	5051
Balance carried forward to next year	4082

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

**Questionnaire return rate**

Number of questionnaires sent out	213
Number of questionnaires returned	94

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	4	0	0
My child is making good progress in school.	56	36	7	0	1
Behaviour in the school is good.	47	42	8	0	3
My child gets the right amount of work to do at home.	27	56	16	0	1
The teaching is good.	52	47	0	0	1
I am kept well informed about how my child is getting on.	34	54	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	53	37	9	1	0
The school expects my child to work hard and achieve his or her best.	70	28	2	0	0
The school works closely with parents.	44	48	7	1	0
The school is well led and managed.	51	47	2	0	0
The school is helping my child become mature and responsible.	50	48	2	0	0
The school provides an interesting range of activities outside lessons.	15	26	39	11	9