

# INSPECTION REPORT

**ALL SAINTS INFANT  
CHURCH OF ENGLAND SCHOOL**

Reading

LEA area: Reading

Unique reference number: 109945

Headteacher: Mrs Anne Carson

Reporting inspector: Mrs B. Spencer  
20451

Date of inspection: 20 March 2000

Inspection number: 189669

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infants
School category:	Controlled
Age range of pupils:	5-7
Gender of pupils:	Mixed
School address:	Brownlow Road Reading Berkshire
Postcode:	RG1 6NP
Telephone number:	0118 901 5413
Fax number:	0118 901 5414
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Jean Fletcher
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

All Saints Infants is a small, popular voluntary controlled Church of England school. It has two classes, which accommodate pupils aged five to seven years of age. The Grade 2 listed building is set in a conservation area near the centre of Reading. The attainment of pupils on entry to school is average overall and the intake is of a broad social and ethnic mix.

At the time of the inspection there were 54 pupils on roll, 21 boys and 33 girls. Nearly half the pupils are from ethnic minorities, the majority being of Caribbean heritage. Only four pupils come from homes where English is not the first language, of whom three use English well. The percentage of pupils with special educational needs is below the national average, with 6 out of 7 pupils at early stages of support. Fifteen per cent of pupils are entitled to free school meals, which is in line with national figures.

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

All Saints is a very good school. The pupils achieve very high standards from only average starting points. Teaching is very good particularly in English, mathematics and science. Leadership is effective, implementing National Curriculum initiatives well. As a small school, costs per pupils are very high but in relation to the educational outcomes, the school provides good value for money.

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

- Attainment is very high in English and science and high in mathematics by the end of Year 2.
- Overall, teaching is very good.
- Literacy and numeracy are given due emphasis in an appropriately broad curriculum.
- Pupils try hard to do their best and they relate well to one another.
- Parents have a very high opinion of the school and its achievements.
- The headteacher, with the governors and staff, care for the pupils very well.

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

- Strategies for identifying what does and does not work well in learning and teaching.
- The content and use of the improvement and management plan to shape the direction of school development.
- Communication with parents about homework to ensure that it is understood that the school's expectations are flexible and that feedback is available.

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

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

Since the last inspection in September 1996 there have been good improvements. In particular standards in English, mathematics and science have risen year by year and are now very high. The quality of teaching has improved and is usually good and sometimes very good. Improvements are evident in areas identified for development, for example the opportunities given for creative writing and the behaviour of the older children. However, as yet the strategies for monitoring the effectiveness of the school are still not sufficiently focused or systematic. Plans are in place to address this and the school is well placed to maintain its strengths and refine its good practice.

## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

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

These consistently improving results are impressive. The comparative grade A\* indicates performance which is in the highest 5 per cent nationally. The school set targets for 1999 of 87 per cent of pupils achieving the expected levels in reading, writing and mathematics. These targets were exceeded, with all pupils reaching these levels. The target for 2000 is 96 per cent. The standard of work, particularly in literacy and numeracy, the pupils were doing during the inspection was above average. Unusual compared with many other schools, boys perform to a similarly high standard as girls. By the end of Year 2 pupils of all abilities are achieving very well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils settle to work quickly, are keen to participate and present work well. Pupils in Year 2 have particularly impressive work habits.
Behaviour, in and out of classrooms	Good overall. Pupils are courteous and take good care of their surroundings and resources. There have been no exclusions.
Personal development and relationships	Good. Relationships are very harmonious. Pupils are responsible and confident.
Attendance	Broadly in line with the national average. Most pupils are punctual.

## TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years
Lessons seen overall	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Overall the teaching is very good. There were no unsatisfactory lessons. In 92 per cent of lessons the teaching was at least good and twenty five per cent was very good. Teaching of English, mathematics and science is very effective. The best teaching has high expectations of the pupils, is conducted at a brisk pace and uses challenging questions to make the pupils think and give reasons. Formal assessment of pupils' work is regular and accurate. Teachers also interact well with pupils during lessons to ensure they receive appropriate support. Pupils make very good progress particularly in reading and writing, developing breadth in mathematical vocabulary and in ways of calculating and presenting data. They show impressive skill in considering evidence in science because of the time given to analysis and thoughtful predictions. Pupils in Year 2 have a particularly strong work ethic and concentrate well to give of their best.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Within a broad curriculum, development of literacy and numeracy takes priority. The use of visitors and visits to museums, environmental centres and theatres adds richness to the pupils' experiences.
Provision for pupils with special educational needs	Good. Accurate assessments of pupils' achievements are used well to identify and support those children with special needs. They make good progress.
Provision for pupils with English as an additional language	Pupils are given many opportunities for speaking and listening and particular attention is paid to developing vocabulary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. All adults in the school provide good role models consequently the pupils are developing into morally aware and courteous individuals. Strong links with the church support spiritual development.
How well the school cares for its pupils	Very good. Parents remark "teachers genuinely care for their pupils". There are effective procedures for child protection and the school takes care to ensure the safety, health and welfare of pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is good. It is successful in establishing a climate in which high standards can be achieved within a caring community. The school has been very successful in adopting and adapting the literacy and numeracy strategies to good effect.
How well the governors fulfil their responsibilities	Satisfactory. However, governors generally support rather than help to shape the direction of the school. They are well-informed about current educational and curriculum initiatives and issues and meet statutory requirements.
The school's evaluation of its performance	Satisfactory. Some informal procedures are in place. These need to be more systematic and focused in order to identify clearly what works and does not work well and to give direction to future developments.
The strategic use of resources	Very good use is made of staff, resources and accommodation. Lessons start promptly and are conducted at a brisk pace. Careful attention is given to getting good value for money and keeping tight budgetary control.

## 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 high expectations</li> <li>• How much their children enjoy school</li> <li>• The way their children are treated as individuals</li> <li>• The quality of leadership and management</li> <li>• The quality of teaching</li> <li>• The good relationships they have with the school and the ease of approaching the school with questions and concerns</li> </ul>	<ul style="list-style-type: none"> <li>• The large amount of homework their children are expected to do</li> <li>• The limited range of activities outside lessons</li> </ul>

Inspectors' judgements support the parents' positive comments.

There are high expectations for homework, and this work contributes to the high standards of achievement. However the school is willing to be flexible about these expectations according to individual circumstances. This flexibility needs to be better communicated to parents.

The range of activities outside lessons is acceptable and similar to other infant schools. In particular the curriculum is supported by interesting visits to museums, theatre and environmental centres.

## **PART B: COMMENTARY**

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

#### **Attainment is very high in English and science and high in mathematics by the end of Year 2.**

1. The results of the 1999 national tests for 7-year-olds are outstanding. In English and science the pupils' achievements were in the top five per cent nationally. In mathematics their results were well above average. The pupils' results were very high compared with similar schools in reading and writing and well above average in mathematics. All pupils achieved at least the expected levels in all three subjects, and many more reached higher levels than is the case in most schools in reading, writing and mathematics. The proportion of pupils achieving level 2B and above was well above average. Also unusual compared with many other schools, boys perform to a similarly high standard as girls.
2. In lessons, younger children already have a sound understanding of the use of capital letters and full stops and were keen to remind the teacher when she inadvertently missed out a full stop. They are beginning to use phonics to spell independently and refer to wordbooks when writing. The older pupils read three poems on pirates confidently, with expression and with response to the punctuation. They were able to comment accurately on the use of rhyme, the organisation of the verses, interesting vocabulary and the use of punctuation for effect. They speculated on the characters of the different pirates and showed awareness of the language associated with their buccaneering activities. The pupils' writing incorporated many of the good features of the poems they had read, for example giving additional detail such as 'striped trousers' and using specialist language such as 'cutlass'. One pupil used questions to engage the reader such as 'Do you know who he is?' and another drew lines extending from the word 'smelly' to emphasise the distinctly unpleasant nature of his subject. Pupils' attempts to spell complex words such as 'treasure' showed good understanding of phonics even if the attempts were not always entirely correct. All the pupils were inspired by the discussion of the poems and were able to respond to them in individual ways giving effective detail of appearance as well as character.
3. Pupils are developing a rich mathematical vocabulary. The pupils in Reception and Year 1 understand there are many ways of saying 'add', 'take away' and 'equals' and most recognise how these operations are recorded. They are developing an understanding of the relationship between these operations and the pupils in Year 1 use a number line competently to check their work. When they were forming different number sentences using 8,2,+ and -, one child commented on  $8 - 2 = 10$ : 'it is wrong because you needed two more'. The pupils in Year 2 are developing a good facility with number. They can double, round up and identify 10 less. They are learning a breadth of graphical representation using bar charts horizontally, vertically, completing frequency charts and beginning to understand the need to use different scales for different circumstances. All the pupils are encouraged to explain how they tackle different calculations and to try different methods to suit different circumstances.
4. Pupils in Year 2 work at a high level in science. In investigating the effectiveness of different media to grow broad beans they were able to make predictions supported by explanations. Their work is carefully and individually recorded with clarity appropriate for communicating scientific findings. Whilst examining the results obtained from growing in clay, sand, gravel and compost they drew conclusions. They made thoughtful speculations on why one medium might be better than another, for example 'water drains straight out of the gravel', the clay 'was too sticky and damp', and 'the seed may have died'. The pupils show a good understanding of the need to test fairly when drawing comparisons and remembered they had used the same amount of planting medium, the same sized seeds, always used the same amount of water and watered at the same time for each plant.
5. The high level of competence pupils achieve in reading, writing, calculating, reasoning and communicating their thoughts in discussion leaves them well placed to continue making substantial progress in their future learning. Pupils with special educational needs make good progress.

## **Overall teaching is very good.**

6. Overall teaching is very effective. In 92 per cent of lessons the teaching was good and 25 per cent was very good. No unsatisfactory teaching was observed. The school declares as a principle aim to demonstrate 'the mutual respect we have for each other and the respect and care we hold for our pupils, their parents and members of our community'. This is evident in all the interactions between adults and pupils. A common feature of all lessons was the adults' calm manner and good relationships with pupils. Because of the courtesy with which their ideas are handled, pupils are not afraid of making mistakes. As a result they become confident learners.
7. Lessons are impressively challenging in many ways. Pupils need to be alert in order to keep up with the fast pace of teaching and they achieve this. In numeracy sessions quick-fire mental work starts lessons off at a brisk pace and successfully gets the pupils thinking about and manipulating numbers. Similarly, in a writing lesson the class considered three poems in swift succession moving in turn from discussing vocabulary, punctuation, rhyme and the organisation of the verses to reach a conclusion on the intent of the poet.
8. Teachers use questions very well to encourage high level reflection and analysis. Careful attention is paid to extending pupils' vocabulary so that they can explain their thoughts more clearly. For example, when discussing poetry the teacher used words such as 'unkempt', 'preservative' and 'exotic'. When pupils wrote their own descriptions of pirates and their characters they also used interesting description. In mathematics pupils are introduced to the many words which are used to describe operations such as adding. Questions often invite pupils to speculate, make hypotheses or explain rather than provide one word answers. For example, they were invited to explain their ideas of why various mediums were suitable or otherwise for growing seeds, why a pirate might have one eye, what a historical artefact might be used for. Consequently, by the time pupils are seven they can articulate reasons clearly and are confident proposing possible solutions and ideas.
9. Assessment, both formal and during lessons, is accurate and well used. Staff are very aware of younger pupils in mixed-age classes and those with special educational needs. They ensure these pupils understand the task and are ready to support them as necessary, for example in helping them use their phonic knowledge to attempt difficult spellings. One pupil did not remember the word 'illustrator' and the teacher showed illustrations of the poems and drew that pupil's attention to them to reinforce the learning. A pupil with English as an additional language was asked to offer a simple sentence, which was used to revise the correct use of full stops and capital letters. Regular and accurate assessment is made of pupils' competence in English and mathematics, and their attitudes to learning, to inform teachers' planning for their pupils' needs.
10. Careful planning is evident in lessons. Tasks are appropriately matched to the different attainments of pupils in mixed-aged classes and for children with special educational and using English as an additional language. Learning support assistants are well briefed, and consequently their work with the children is very effective. Planning takes appropriate account of the learning objectives in the literacy and numeracy strategies but teachers are confident enough to make appropriate adaptations for their pupils. Clear explanations are given of new areas in pupils' learning and this new learning is examined from several different angles, for example looking at the different ways data is presented. However, such careful attention is paid to the role of the adult that some opportunities are missed for pupils' greater involvement. For example, in lessons pupils could be given more opportunity to choose resources when calculating, to read their work to the class or count and write the number of pupils of a particular hair colour when presenting data in charts.

## **Literacy and numeracy are given appropriate emphasis in a broad curriculum.**

11. The curriculum is appropriately broad and balanced and includes all the National Curriculum subjects and religious education. Nearly two thirds of the day is devoted to the development of literacy and numeracy. This work is clearly having a positive impact on learning across the curriculum, for example in recording science investigations. The literacy hour has been introduced successfully with some effective adaptations. The school considers that regular reading on an individual basis has contributed to the pupils' high levels of literacy skills and this is an important part of their strategy. This approach is supported well through homework and by the much valued time given by volunteers in the local community to hear pupils read. In addition, the pupils are given extended time to discuss stimuli for writing at the beginning of lessons and later to compose their writing. These adaptations are associated with high levels of achievement. Careful thought has been given to the planning of numeracy to meet the needs of pupils of different attainment and in mixed year groups. Sufficient time is allocated to the other subjects and the curriculum is extended through French and recorder clubs.
12. The curriculum is brought to life by an exciting range of external visits. The pupils' knowledge of the environment is extended through visits to places such as Purley Lock and the River Thames, going pond dipping at Dinton Pastures and making excursions into the local area. Their cultural awareness and pure enjoyment of

learning is heightened by visits to Wilde Theatre in Bracknell as well as weekly trips to their beautiful local church for spiritual and moral, as well as historical and cultural, reasons. Pupils also have opportunities to explore art, science and design technology in depth through two-day sessions devoted to these areas three times a year.

13. Visitors to the school have a positive impact on the pupils' learning. In addition to the many volunteers who give up their time, an artist has recently worked with the children to share watercolour techniques in painting scenes in Spring. Members of the Berkshire Musician Trust came to play a variety of instruments and to sing. Members of the local clergy are also clearly much loved and very welcome visitors to the school given the enthusiasm of their reception.

### **Pupils work hard to do their best and relate well to one another.**

14. School starts at nine but doors open fifteen minutes earlier, and from that moment pupils begin to enter quietly and settle down to their own reading without any disruption to others. The slight bubble of relaxed chatter from younger pupils contributes to the sense of how comfortably they slip into their work routines.
15. In all lessons seen pupils were keen to participate, for example in a year R/1 literacy hour where all children used appropriate and interesting sentences to describe what they had done over the weekend, such as: "I went to London and I saw the eye. It was big and you could see the world." Year 1 /2 pupils showed a high level of motivation and involvement throughout their literacy session, sitting silently and attentively or making lively and imaginative responses, as appropriate. In the introductory session on data handling to the Year 1 /2 group, almost all hands were raised to answer questions and all pupils gave rapt attention as the teacher demonstrated the use of the computer display bar charts. Photographs provided of other work suggest that involvement and interest carries throughout the range of subjects taught.
16. All pupils, including those with special educational needs, take pride in the presentation of their work and finish the tasks set. Reception children were seen taking great care to write out words neatly during a literacy session.
17. Relationships throughout the school are very good. There is mutual respect between teachers and pupils. This was evident in the greetings in the 'welcome routine' part of the morning assembly attended by all adults in the school. This respect was also shown in the teacher's response to a pupil who pointed out that she had failed to put a full stop at the end of her sentence on the board. She apologised and confirmed that teachers may also make mistakes. No evidence was seen of racial or sexual harassment and parents' views that there is a 'harmonious ethnic mix' was seen in the way pupils mix freely and socialise well in the playground and sit comfortably together for lunch. Year 1 pupils spontaneously reacted "that's bad" when reading about 'Billy's bullying' in a story on the computer at the start of day.
18. Almost all parents are of the opinion that the school helps their children mature and become more responsible. Although there are no opportunities for specific responsibilities such as monitors, older pupils provide very good role models, for example, in the Good Morning assembly. All pupils deal with procedures such as hanging up their coats and changing their shoes at the start and end of day, or coming in from lunch break, responsibly and confidently. Year 1 group work showed pupils developing social skills and helping each other. A broad range of personal, social and health related issues is covered in lessons.

### **Parents have a very high opinion of the school and its achievements**

19. At the parents' meeting, at which over one quarter of families were represented, parents summed up with "Everyone locally knows it is a good school". They particularly valued the way that the "school teaches each child as an individual" that "teachers genuinely care for their pupils and are sad to see them go" and that "whatever the problem at home with a child (we) feel quite confident to go to any teacher and get a positive response".
20. There was also almost unanimous agreement with most of the positive statements made in the parents' questionnaire; in particular that the school has high expectations and is well led with good teaching. Of the 41 questionnaires returned (a very high proportion of pupils in the school) all but one agreed that their child liked school.

### **The headteacher, governors and staff care for the pupils very well.**

21. A parent remarked, "Teachers genuinely care for their pupils". This is demonstrated by the school's careful attention to issues such as child protection, site security, fire practices and first aid, all of which have effective procedures in place that are understood by staff.
22. There are appropriate first aiders whose certificates are displayed and whose training is about to be updated. An accident book is kept and parents are informed of any injury in school.
23. Fire practices are carried out regularly with a sensible approach to the frequency of announced and unannounced practices to ensure children fully understand procedures. Information is recorded appropriately.
24. Very good care is taken of pupils at the beginning and end of day, with staff available to discuss any worries with their parents or carers. Pupils with special educational needs are well supported with extra help available after school, as needed. There is good assessment of these pupils, the information from which is used well to tailor the curriculum to their needs.

### **WHAT COULD BE IMPROVED**

#### **Communication with parents about homework to ensure that it is understood that the school's expectations are flexible and that feedback is available.**

25. Parents welcome the pursuit of high standards and feel their children benefit enormously from attending All Saints Infant school. However, at the parents meeting many of those attending expressed the view that their children worked hard during the day and consequently found it hard to complete the homework which was expected of them at the end of the day.
26. The school values the partnership with parents in supporting their children's learning. Each week pupils are encouraged to take reading books home three times, learn spellings, write a summary of one of the books and every two weeks they do some mathematics activities. Clearly, these activities contribute to the high standards of achievement. However, some parents wish their children to have more free time or to undertake other activities. One parent has agreed with the school that her child will go to a ballet lesson on one day and will not do any homework that evening. The school is happy to be flexible about the arrangements if parents feel this is necessary. Whilst some parents are clearly aware of this, many are not and this flexible approach needs to be better publicised. Some parents would also like more feedback as to whether the homework their child has done has been satisfactorily completed. The school gives weekly information to parents about many aspects of their child's week at school by means of a bear star chart and some parents would welcome homework being included.

#### **Strategies for identifying what does and does not work well in learning and teaching.**

27. It was recommended in the last inspection that governors should work more closely with staff to strengthen the system of monitoring the work of the school, particularly the quality of teaching, in order to enhance the school's effectiveness. Whilst some informal strategies are in place they are not focused or systematic enough to identify what does and does not work well in teaching and learning. For example, the chairman of governors makes weekly visits to the school, in addition the headteacher teaches two days a week and is often in the classrooms at other times. As a result, there is regular informal information being gathered about the activities of children and staff. However these observations are not focused or systematic enough to give detailed information about where strengths in teaching lie and what could be improved. Better systems also need to be devised to share the outcomes of such monitoring with the staff.
28. The school has an admirable aim of increasing the number of children who achieve the above average level 3, in national tests at age seven. Some analysis of test results in Year 2 for mathematics has resulted in greater attention being paid to introducing pupils to a range of graphical representation so that they are not confused by information presented in novel ways. In general however the strengths and weaknesses of pupils' performance are not identified clearly enough and consequently it is difficult to decide where best to target energy in order to maintain high standards.

29. The headteacher and governors are currently drawing up a policy to put in place manageable and rigorous systems of monitoring with the purpose of informing school development and benefiting the pupils' education.

**The content and use of the improvement and management plan to shape the direction of school development.**

30. The school's improvement and management plan presents briefly the appropriate priorities set for school development including developing strategies for monitoring the quality of teaching and learning. However this information is not sufficient for the document to help direct and evaluate the progress towards meeting the priorities. Significant omissions include a lack of financial implications of meeting the targets, information on how progress will be monitored and on the success criteria to be applied. Systems for reviewing regularly the progress in meeting these priorities are not properly in place. The governors are rightly very supportive of the school. However without a more substantial improvement and management plan it is difficult for them to develop their roles in acting as critical friends to the school and shaping rather than more generally supporting the direction of school development.

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

31. The staff and governors should now
- (1) Communicate better to parents that there is flexibility in the expectations for the amount of homework that children should do and that feedback is available (see paragraphs 25 and 26).
  - (2) Extend the management and development plan to include details of monitoring and success criteria so it can be used for evaluation and planning future developments (see paragraphs 27-29).
  - (3) Sharpen the informal mechanisms for monitoring so that strengths and weaknesses in teaching and learning are clearly identified (see paragraph 30).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

12

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	25	67	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

<b>Pupils on the school's roll</b>	YR- Y2
Number of pupils on the school's roll (FTE for part-time pupils)	54
Number of full-time pupils eligible for free school meals	8
<b>Special educational needs</b>	YR - Y2
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	7
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	4
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.72
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.32
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	9	5	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	5	5	5
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (95)	100 (90)
	National	82 (80)	83 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	5	5	5
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (90)	100 (89)
	National	82 (81)	86 (85)	87 (86)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	1
Black – other	1
Indian	4
Pakistani	1
Bangladeshi	0
Chinese	0
White	28
Any other minority ethnic group	7

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.

### Financial information

Financial year	98-99
	£
Total income	113539
Total expenditure	118553
Expenditure per pupil	2470
Balance brought forward from previous year	15367
Balance carried forward to next year	10353

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

### **Questionnaire return rate**

Number of questionnaires sent out	54
Number of questionnaires returned	41

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	2	0	2
My child is making good progress in school.	58	40	0	0	3
Behaviour in the school is good.	49	46	2	0	2
My child gets the right amount of work to do at home.	39	49	12	0	0
The teaching is good.	56	39	0	0	5
I am kept well informed about how my child is getting on.	44	49	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	32	7	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	41	49	5	0	5
The school is well led and managed.	61	37	0	0	2
The school is helping my child become mature and responsible.	54	44	2	0	0
The school provides an interesting range of activities outside lessons.	27	39	15	0	20