

INSPECTION REPORT

ALL SAINTS C.E. JUNIOR SCHOOL

Fleet

LEA area: Hampshire

Unique reference number: 116358

Headteacher: Janet Roberts

Reporting inspector: David Marshall
27681

Dates of inspection: 26th – 27th June 2000

Inspection number: 191820

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Leawood Road Fleet Hampshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mildred Stocks
Date of previous inspection:	13 th – 17 th January, 1997

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
Standards are very high in all subjects and pupils do very well in national tests by the time they leave school	
The quality of teaching is very good	
The school is very well led and managed by the headteacher, the governing body and key staff	
Pupils' behaviour and personal development are excellent. They are polite and courteous and are very enthusiastic. They co-operate very well, think of others, and make excellent relationships	
The staff promotes a very good school ethos for learning through the very broad curriculum and the very good range of additional activities	
Staff accurately assess the pupils' achievements and use the information very effectively to make sure of the best progress	
The school's relationships with parents are very good	
The support staff, caretaker and secretaries make important contributions to the effectiveness of the school	
WHAT COULD BE IMPROVED	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints is an Aided Church of England Junior School that admits children from all five local Infant Schools in Fleet and Church Crookham. The largest number, 45 per cent, come from Tavistock Infant School which is on the same site. The school's catchment area is predominantly middle class with a Housing Association estate on one of its boundaries. The number on roll has increased to 420 since the last inspection due to appeals and additional housing being built in the area. The governing body is considering its admission policy as the school is very popular and always over subscribed. There is also considerable building planned for the school's catchment area. Fifty per cent of the in-take in Year 3 achieves above average levels of attainment at the end of Key Stage 1. There are 81 pupils on the school's special educational needs register – with five pupils having a statement of educational need. There are 13 pupils eligible for free school meals – which is well below the national average.

HOW GOOD THE SCHOOL IS

All Saints is an outstanding school that provides a happy and very stimulating learning environment for its pupils. There is a very positive ethos, and staff and pupils work hard. Pupils achieve very high standards in literacy and numeracy, and very good standards in all other subjects. The quality of teaching is very good; pupils are challenged and make very good progress whatever their previous attainment. The school provides an exceptionally broad curriculum. It also provides very well for the pupils' personal and cultural development. The school is very well led by the head teacher and senior teachers, with very good support from all staff and the governing body. The school provides very good value for money.

What the school does well

- Standards are very high in all subjects and pupils do very well in national tests by the time they leave school.
- The quality of teaching is very good.
- The school is very well led and managed by the headteacher, the governing body and key staff.
- Pupils' behaviour and personal development are excellent. They are polite and courteous and are very enthusiastic. They co-operate very well, think of others, and make excellent relationships.
- The staff promotes a very good school ethos for learning through the very broad curriculum and the very good range of additional activities.
- Staff accurately assess the pupils' achievement and use the information very effectively to make sure of the best progress
- The school's relationships with parents are very good.
- The support staff, caretaker and secretaries make important contributions to the effectiveness of the school.

What could be improved

- There are no issues for the school to consider. Inspection evidence shows that those minor issues for improvement observed are already in the school's development plan and are currently being addressed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection at the beginning of 1997. The key issue to develop a more effective multi-cultural policy has been completed very successfully, and all pupils are now made aware of their place in today's society. As the parents now appreciate, all school reports reflect the individuality of the pupils and keep them well informed of their children's progress.

The school created an Improving Standards Team after their last inspection to raise standards of achievement even higher. All members of staff are involved in this key task which is led by an Improving Standards Manager together with the four year leaders. This team meets three times per term and focuses on standards, progress, moderation and assessment across all four of the year groups. They also analyse the pupils' achievements at the end of Key Stage 1 and at the end of Key Stage 2. This team has also enabled the school to complete the planned development of the overall curriculum framework. Over the last three years the school has earned both the Basic Skills Charter Mark and the Healthy Schools Award.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A*	A*	A
mathematics	A	A	A	A
science	A	A	A	A

Key

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

Throughout the school pupils achieve consistently high standards in all subjects, doing exceptionally well by the time they leave. Over the last three years the school's results in the national tests for pupils at the age of eleven have been consistently well above the national average, and when compared to similar schools. Their results at the higher 'Level 5' have also been well above average. The work the pupils were doing during the inspection confirms that these very high standards are being maintained. The targets set for improving pupils' attainment are exceeded every year. The pupils' levels of achievement in all other subjects are very high. This is particularly so in music where the choir and orchestra are outstanding.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work are excellent. They are very highly motivated and keen to succeed. They are always attentive and responsive and show a real delight at being in school.
Behaviour, in and out of classrooms	Behaviour is excellent overall. Pupils are always polite to their teachers and each other. They concentrate well and get on with their work sensibly and independently.
Personal development and relationships	The pupils' personal development is excellent. They co-operate well at all times. They take responsibility for many tasks in their classrooms and around the school. Relationships between pupil and adults are excellent.
Attendance	Attendance is very good and pupils enjoy coming to school. Lessons always start promptly and no time is wasted.

The exceptional quality of the relationships throughout the school has a very positive impact on pupils' behaviour and attainment and makes a major contribution to the school's happy ethos. The school's excellent provision for moral and social development ensures the quality of the pupils' personal development.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 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.

The quality of teaching is a strength overall. Teaching was never less than good, and in 53 per cent of lessons it was judged to be very good or excellent. Teachers plan lessons very well so they are interesting and provide activities that inspire and motivate pupils well. They are particularly careful to match the work that pupils do to their individual needs and support pupils with special educational needs very well. Extra work at a higher level challenges the brightest pupils. The teaching of literacy and numeracy is particularly good because teachers are very knowledgeable and provide challenging tasks. A significant strength is the way teachers ask questions that encourage pupils and challenge their thinking. Pupils' responses are valued and this raises their self-esteem. Teachers adapt their lessons well to meet the needs of all pupils. Teachers expect pupils to achieve high levels and to behave well and they instil very good work attitudes in all lessons. This means that pupils are helped to learn effectively because they concentrate well, work and research independently and listen carefully to their teachers and to each other.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The school provides an outstanding, broad curriculum. It includes a variety of "opportunity groups" everyday and an excellent programme of personal and social education.
Provision for pupils with special educational needs	Very good. Pupils are supported well in lessons and when withdrawn into small groups. Individual education plans are of a very high quality, set relevant and achievable targets and are regularly reviewed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent provision overall. There is a very strong emphasis on developing excellent moral and social attitudes. The spiritual development of all pupils is at the centre of all the school's activities and permeates the whole curriculum. Very good provision is made for cultural development with excellent opportunities for music and art.
How well the school cares for its pupils	Very good provision overall. There are very good procedures for ensuring the pupils' welfare, health and safety. The procedures for, and use of, assessment for enabling pupils' academic progress are exceptional.

There are very good links with parents and the local community which enhance the pupils' learning.

The opportunity groups, which occur every afternoon, are information technology skills, library skills, an able mathematics group, a special needs mathematics group and a social communication group, as well as the orchestra and choirs. They are outstanding make the breadth of the curriculum remarkable.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The head teacher is very experienced and has a depth of insight and vision for the future of the school that is rare. All staff form a strong and effective team which is very well led by the head teacher.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities very well. They help to give the school a very clear direction and support. They are very keen and aware of their responsibilities which they carry out very effectively.
The school's evaluation of its performance	Excellent. The work of the head teacher, the school's improvement team, and curriculum co-ordinators, is an object lesson in how to evaluate performance and achieve optimum progress.
The strategic use of resources	The time, accommodation and resources available to the school are all used very efficiently. The head teacher, chair of the governor's finance committee and school secretary are aware of the principles of best value and use all money available effectively and efficiently.

There are very good levels of staffing, both teachers and support assistants. The resources available are excellent and very well used. The head and governors are constantly trying to improve the accommodation and site.

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 high standards achieved in all subjects.• The great encouragement given to all pupils.• The strong Christian attitudes the school promotes.• The very good behaviour of all pupils both in and out of the classroom.• The effective links with parents.• The wonderful atmosphere for learning that is obvious in the school.• The way that teachers are always available to talk to them and nothing is too much trouble.	<ul style="list-style-type: none">• The amount of homework set.

Inspection evidence confirms the very positive views of the parents. A few parents feel that the open-ended nature of some of the homework activities leads to some pupils being put under pressure and they expressed a little concern over this. It is clear that the school has no intention of creating this stress, some of which is peer pressure, and is to continue to review the amount of homework set for individual pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very high in all subjects and pupils do very well in national tests by the time they leave school.

1. The pupils consistently achieve very high standards in English, mathematics and science in their National Curriculum tests.

2. Through the work of its Improving Standards team the school has adapted the literacy strategy to meet the needs of pupils in their school. They felt that spelling and writing were particular issues on which they should focus and so they made special provision for these in their own literacy strategy. Through this careful planning the school has a programme for English that is varied and matches the needs that they have identified. It provides a very stimulating curriculum, which challenges and excites the pupils. This enables them to write legends of their own based on *The Odyssey* in Year 6, discuss stereotyping when considering a book from America in Year 5 and use words like 'embarrassed', 'gullible' and 'fickle' when reflecting on the characters in "Wind in the Willows" in Year 4.

3. Pupils love reading and most have good strategies for tackling unfamiliar words and show a good awareness of how to read aloud, with expression, in order to help others to understand the meaning of a book or story. Older pupils read very confidently from a range of different sources including stories, poems and factual information. This enables them in a history lesson in Year 6, to distinguish between truth and half-truth, and what happens to stories over time. In interview, pupils talked about how much they enjoy reading and commented knowledgeably about the fiction they have read, and how they use the very good library to discover the information they need in their history and religious education lessons. Throughout the school, pupils take the opportunities for researching information and using reference books with great enthusiasm and growing skill.

4. Writing skills develop well across the school and are well above average by the end of Key Stage 2, in English and in other areas of the curriculum. Pupils learn to organise their work into coherent paragraphs, and in Year 6 they spell and punctuate accurately. All pupils quickly learn to appreciate the purpose of narrative and non-narrative forms of writing and experiment with different grammatical structures. The level of descriptive writing in a Year 6 lesson based on the story of *Odysseus* was of a very high standard. Pupils enjoyed experimenting with words to describe "peacefulness" and had a very good understanding of metaphors and similes. Pupils are encouraged to develop this interest in words by using word-books and dictionaries. All pupils write neatly in ink, with well formed, joined letters. Pupils take great care with the presentation of their work throughout the school.

5. The school has implemented the National Numeracy Strategy well. Pupils now relish the challenge of mental arithmetic "quick fire" questions to start lessons, and have made very good progress in learning how to solve difficult calculations. In a Year 3 class lesson, pupils drew well on what they already knew about angles when inputting a series of commands to control an on-screen turtle. They showed a good awareness of which commands to change, and why, and by how much, in order to alter the shape from a triangle to a square. In a Year 6 lesson pupils explained the very complex patterns of prime numbers up to 12756, the idea of "Golden ratios" and Pythagoras's theorem with the

correct terminology.

6. Standards in science are high. The majority of lessons are based on pupil investigations, set initially by the teacher and then their own research. A good example was observed in a Year 6 lesson on eclipses. Pupils in their different groups conducted their investigations with great care when measuring distances with the relative sizes of suns and moons. They all had a good understanding of what makes a fair test and interpreted and evaluated their findings well, knowing what elements in the investigation to change and when. The way that pupils were able to use mathematical ideas, unprompted by the teacher, was very good.

7. The range of opportunities the school affords the pupils enables them to achieve very high standards in all other subjects. For example, in a Year 5 art lesson the pupils were very confident when using oil pastels to record the scene around their 'special places' in the school grounds. They mixed the colours very well and were able to evaluate their work with a high level of maturity. In a Year 6 music lesson the pupils showed exceptional ability to improvise, stay in rhythm, recognise a chord sequence and 'fill the gaps' of several bars in their blues composition. The after-school club, with the excitement of the pupils' first video-conferencing session, and several lessons during the inspection, highlighted the high quality of the school's use of information technology.

The quality of teaching is very good.

8. The overall quality of teaching is a strength. All teaching observed in the inspection was at least good, and 53 per cent was very good or excellent. Teachers' planning is very thorough with every possible detail covered. They plan across the parallel classes to ensure consistency of what is taught and this helps to maintain the very high standards achieved throughout the school. Lessons are carefully sequenced to ensure full coverage of a topic or programme of study. Plans outline clear learning objectives for each lesson, and teachers always tell the pupils exactly what they are going to learn. Grouping is considered very carefully and teachers ensure that activities are always planned to match the attainment level of all pupils. A good recap at the beginning was a feature of every lesson observed which prompted pupils' memories and allowed some useful assessments to be made. For example, in a Year 3 English lesson on how accent and dialect can alter meaning, the teacher drew from the pupils' own experiences to place the lesson in context before embarking on the text they were to study. This had the effect of making the pupils aware of the plot, setting and characters before they had even begun and which words they were to look for in the text.

9. Teachers have very good skills in managing classroom activities and pupils' behaviour. They create a very positive atmosphere by giving plenty of praise and always valuing their pupils' responses. This very supportive, encouraging approach gives pupils great confidence and enhances their self-esteem. During a Year 5 English lesson it was inspiring to watch, as a teacher gradually teased out a complicated explanation from a boy and extended his and others vocabulary in the process. This took several minutes of praise and encouragement and involvement of others, but succeeded well in the end to the delight of all who took part.

10. Throughout the school teachers have very good subject knowledge and understanding that means they do not miss any opportunity to extend the scope of lessons or the experiences of the pupils. This was evident in a Year 4 English and drama lesson when the teacher took the opportunity to introduce the personal and social learning aspects of a lesson based on "The Wind in the Willows". The discussions concerning choices and truthfulness went far beyond the original planning of the lesson and added a dimension that was appreciated by all. The fact that the teacher with a Year 6 class could quote

extensively from the Bible and other texts to make meaningful comparisons without using any books was very impressive and motivated the pupils even further.

11. All lessons observed during the inspection proceeded at a brisk pace with a variety of activities that engaged and challenged pupils throughout. For example in a Year 6 mathematics lesson, the teacher's enthusiasm as he made the mental tasks harder and quicker enthused the whole class. The questions were carefully planned so that pupils of all abilities were part of the opening session and were challenged well. Teachers also understand the need for time for reflection which was particularly evident in a Year 6 religious education lesson on the Holy Spirit as one aspect of the Trinity. The teacher quickly and effectively drew out pupils' responses and related them to other parts of the Bible and other faiths that they had already studied. When pupils began to talk about their own feelings the teacher gave them time to compose their responses, using periods of quiet and reflection on what other pupils had said earlier.

The school is very well led and managed by the headteacher, the governing body and key staff.

12. The overall leadership and management of the school are excellent. The head teacher has been in post for nine years and provides exceptional leadership and a very clear educational direction for the school. Her main focus is to maintain and improve the already high standards and to continue to realise the potential of all the pupils whatever their individual skills and talents. With her drive she enables her colleagues to fully develop the personalities of the pupils in their care. Several years ago the head teacher made the pledge to the parents that every child in her care would make at least two National Curriculum levels progress in their time at the school. To this day she has never failed to achieve this promise.

13. The head teacher has rewritten the school development plan through careful consultation with staff that guarantees their co-operation. The current plan is exemplary as it identifies all relevant priorities and shows progress in all areas including the curriculum, organisation, management and premises with expenditure identified. Very full monitoring and evaluation opportunities are built into the plan. This means the school takes all appropriate steps to analyse and evaluate how it is performing across all aspects. Effective strategies are in place to address any weaknesses that are identified. These include non-teaching time being made available for classroom support and presentations to other staff and governors by core subject co-ordinators, on a regular basis.

14. Over the last three years the curriculum co-ordinators have monitored planning, teaching and standards in their subjects. The monitoring of all teaching, especially in Literacy and Numeracy, is well recorded and has led to greater consistency in planning and delivery of lessons. Co-ordinators have also been given appropriate non-contact time to update their policies and schemes of work. This again contributes to continuity and progression in pupils' learning in all subjects. The many good cross-curricular links that are a feature of the lessons are well documented.

15. The governors are knowledgeable, supportive and involved. They have established very good committees each with carefully agreed terms of reference and excellent chair persons. The chair of the full governing body has an excellent relationship with the head teacher and very successfully fulfils the role of 'critical friend.' All governors review their priorities, including test results, and are actively involved in target setting with the whole staff. Governors fulfil all their responsibilities very successfully and their involvement in the strategic direction of the school is extremely effective.

Pupils' behaviour and personal development are excellent. They are polite and courteous and are very enthusiastic. They co-operate very well, think of others, and make excellent relationships.

16. Throughout the inspection, pupils' behaviour both in lessons and in the playground was excellent. The youngest pupils learn what is expected of them from the teachers as expectations are known and understood by all. Older pupils, when given responsibility for their own learning and library research, respond in a mature and sensible way and work hard to finish all tasks on time. Throughout the school pupils take a great deal of pride in their work and presentation. They show concern and care for each other's feelings, supporting each other in lessons without competitiveness. A good example of this was observed in a Year 4 games lesson when one girl with physical difficulties was encouraged and involved by the others in her group to join in. This was done naturally and easily with no embarrassment or condescension.

17. Towards the end of one Year 5 English lesson on inference and evaluation, the teacher gave the children time to reflect on all they had learned and discussed by going into the extensive school grounds and sitting in their own 'special place' for a few minutes. Without a moment's hesitation they all did this quietly. There was no silliness or wasting time. It was a time that was appreciated by all and showed a level of maturity that was exceptional.

18. Pupils really enjoy school, as they confirmed when interviewed, and are always keen to join in lessons. One Year 6 boy, who had attended a different school for some years, observed that he "didn't know school could be so cool." They work hard at all times and showed good levels of concentration during all of the lessons observed during the inspection. Older pupils persevered even when they found the work very challenging. All pupils showed good levels of attention both in class discussions and group activities. They understand and appreciate their own targets for improvement. Again, when interviewed, one pupil said "It is important to know what you need to do to make your work even better so that you can move onto the next level."

19. From the earliest years, pupils show good levels of responsibility. When they are given tasks to perform they carry them out sensibly. Pupils are given the opportunities to act independently from the time they start at the school, and respond well. As a result, pupils' personal development is excellent. Older pupils are keen to help the younger children and take great care when sharing the playground and dining hall with them. Pupils know the school and classroom rules and do their best to follow them. Pupils form excellent and constructive relationships with adults and with each other. These excellent relationships permeate the life of the school and promote the pupils' consciousness of the school community as a whole. As one Year 6 pupil observed, it is important to work together so you can "share your strengths."

The staff promotes a very good school ethos for learning through the very broad curriculum and the very good range of additional activities.

20. The school's ethos is very positive, and is valued and promoted by all staff, parents, pupils and governors. The ethos promotes individual success together with respect and caring for others. The two acts of collective worship observed during the inspection were exceptional, and very different. The Christening of three children from the school was a corporate occasion that was both moving and informative. The way that the families and friends of the children were involved was testament to the relationships on which the school is based. The 'Special' assembly on the following day showed that pupils are rewarded for a range of different accomplishments, and also how much they appreciate being told of their success. The way the other pupils responded to the achievements of their peers showed how aware they are of others' feelings and how mature they become during their time at the school.

21. The school offers a very broad and well balanced curriculum which provides opportunities for pupils to make very good progress in their academic work but also in their all round personal and social education. One major strength is teachers' awareness of cross-curricular possibilities in lessons. These are developed very well within the high quality planning which ensures consistency across the parallel classes. Thus, pupils will use information technology in an English lesson to record their feelings about a story, the findings from a science session form the basis of a lesson on compiling databases, and the literacy opportunities are explored in religious education lessons.

22. The head and governors are constantly trying to improve the accommodation and site to enable a huge range of activities. It currently offers almost unrivalled access to facilities through a new music room, a large new library, a natural pond, an orchard, a herb garden, a rainbow garden, a walk and talk garden, a Japanese Garden, an amphi-theatre, a ball wall, an arboretum and a nature area.

23. Pupils feel comfortable, confident and happy to be at school. One reason is the way that their written and creative work is so attractively displayed in classrooms and other areas of the school, which gives pupils a sense of pride in their achievements. Another reason is the quality and range of the extra-curricular activities that add to the opportunities pupils have to enhance their individual skills and interest. The pupils' enthusiasm for the activities is huge – the list is very impressive - Netball, Football, Rugby, Rounders, Athletics, Cricket, Glass Painting, Drama, Computers, Choir, Recorders, Orchestra, Dance, Chess, Science, Early Birds, Line Dancing and Gardening.

Staff accurately assess the pupils' achievements and use the information very effectively to make sure of the best progress.

24. Assessments used throughout the year are very carefully administered and analysed. This means that lessons are appropriately challenging and effective. The lesson plans contain ways in which all pupils can be enabled to make very good progress. During the year a number of assessed activities are carried out and pupils' progress mapped. This process is carried out every year. The results of the assessed work have been used to create a portfolio of work that teachers agree represent the various levels of achievement. This moderated work is checked each term by the Improving Standards team and the appropriate curriculum co-ordinator and shared with all other teachers on a regular basis. This work enables all teachers to plan suitably for all pupils and know that their lessons are an appropriate challenge. At the end of each year the school uses the optional QCA (Qualification and Curriculum Authority) tests. These are then analysed and the groups for

mathematics and English are modified for the following year as appropriate. This painstaking work ensures that each pupil is working at an appropriate level and making optimum progress.

25. The careful assessments are used to provide appropriate lessons regardless of the pupils' age and ability and this means the provision for pupils with special educational needs is very good. The two special educational needs co-ordinators manage this aspect of the school's provision very well. They know the individual pupils' needs well, which ensures they receive the support they require. There is a comprehensive policy, covering all the statutory requirements.

26. The individual education plans are appropriate and reviewed regularly. The targets are appropriate to the pupil concerned and represent sensible, small steps forward that are understood by all concerned. The parents are well involved with the individual plans and are enabled to make a good contribution to their children's progress.

The school's relationships with parents are very good.

27. The quality of partnership that the school has with parents is very good. Very many parents contribute to classes throughout the school, providing invaluable help, such as supervising small groups or preparing resources and displays. They appreciate the welcome that allows them to be actively involved in the daily life of the school.

28. Parents are very appreciative of the work of the school and the opportunity for their children to be educated in a supportive Christian environment. They work very successfully, raising considerable funds to enhance their children's education through the Parents' Association – last year this amounted to £13,000. The detailed home-school diaries allow parents the opportunity to communicate with teachers and gain a greater understanding of the work provided and their child's progress.

29. Overall, parents' views of the school are extremely positive. They are particularly pleased with the quality of annual reports and the information that they receive about their children's progress.

The support staff, caretaker and secretaries make important contributions to the effectiveness of the school.

30. The caretaker meets with the head teacher every Monday to set the scene for the week. He takes great care over every aspect of his work and is much appreciated by all. He is trained to check all electrical appliances and does so on a regular basis. He has been able over the years to do much of the minor alteration work in the school and has saved them a great deal of money. The school is also very well cared for internally and always clean. This efficiency is an object lesson to the children and helps to reinforce the messages that the head teacher and staff are making in their lessons and day-to-day organisation.

31. The parents are very appreciative of the care and helpfulness of the support staff and school secretaries. They say that nothing is ever too much trouble and all problems, however trivial they may seem, are dealt with sympathetically. The few occasions during the inspection when children were ill or hurt showed how caring all adults are, and how efficient the links with parents are when needed. The secretaries know every pupil and their families

well and parents feel reassured when contacted by them that they are giving them accurate and sensible information.

WHAT COULD BE IMPROVED

32. There are no issues for the school to consider. Inspection evidence shows that those minor issues for improvement observed are already in the school's development plan and are currently being addressed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

33. There are no issues for the school to consider because there is a very positive ethos for learning. The pupils and teachers work very hard together to achieve consistently high standards. There an exceptionally broad curriculum and the school is very well led by the headteacher and governors. It is now their responsibility to ensure that these outstanding qualities are maintained.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	42	47	0	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	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	420
Number of full-time pupils eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.2
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	49	48	97

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	47	47	49
	Girls	45	45	47
	Total	92	92	96
Percentage of pupils at NC level 4 or above	School	95 (88)	95 (78)	99 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	45	45	47
	Girls	45	42	43
	Total	90	87	90
Percentage of pupils at NC level 4 or above	School	93 (87)	90 (94)	93 (92)
	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	2
Black – African heritage	2
Black – other	0
Indian	3
Pakistani	1
Bangladeshi	3
Chinese	4
White	405
Any other minority ethnic group	0

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: Y3 – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	25
Average class size	35

Education support staff: Y3 – Y6

Total number of education support staff	14
Total aggregate hours worked per week	154

Financial information

Financial year	1999/2000
	£
Total income	685 408
Total expenditure	721 526
Expenditure per pupil	1 714
Balance brought forward from previous year	42 662
Balance carried forward to next year	6 544

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	161

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	2	0	0
My child is making good progress in school.	64	34	2	0	0
Behaviour in the school is good.	59	40	1	0	1
My child gets the right amount of work to do at home.	32	53	12	2	1
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	46	47	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	73	26	0	1	1
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	55	40	2	0	2
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	71	28	1	0	1
The school provides an interesting range of activities outside lessons.	64	31	4	0	1