

INSPECTION REPORT

**ST. ALPHEGE CE INFANT AND NURSERY
SCHOOL**

Solihull

LEA area: Solihull

Unique reference number: 104090

Headteacher: Mrs. J. Slough

Reporting inspector: Paul Dennison
17736

Dates of inspection: June 5th – 7th 2000

Inspection number: 193680

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 Nursery

School category: Voluntary Aided

Age range of pupils: 3 to 7

Gender of pupils: Mixed

School address: New Road
Solihull
West Midlands

Postcode: B91 3DW

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R Herd

Date of previous inspection: 29th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Pupils make good progress and standards of attainment in English; mathematics and science are well above the national average.

The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities. Provision for pupils with special educational needs is very good.

Teaching is very good overall.

There is a very positive ethos. Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.

The school cares well for its pupils. Provision for their spiritual, moral, social and cultural development is very good.

The headteacher provides excellent leadership and manages the school very well. She is well supported by governors and staff who work hard to maintain and improve the high standards.

The school has a very effective partnership with parents.

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Children under five in the reception classes have limited access to large play equipment and outdoor facilities.

Pupils do not have sufficient opportunities to use their skills in information technology to support their learning across the curriculum

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Alphege CE Infant and Nursery school is situated in the centre of Solihull near to the Parish Church with which it has close links. There are 216 pupils on roll taught in seven classes. In addition, 61 children attend the nursery on a part-time basis. There is a wide range of ability on entry although overall attainment is above that expected for the age group. There are 20 pupils with special educational needs; this is well below the national average. Two pupils have statements of special educational need. The number of pupils eligible for free school meals is well below the national average.

HOW GOOD THE SCHOOL IS

St, Alphege CE Infant School is a very effective school. It makes very good provision for the pupils in its care. Pupils achieve high standards because of the high quality of teaching. Teachers have high expectations of attainment and behaviour and pupils respond well. The headteacher, governors and staff work well together to improve the school and maintain the high standards. The school provides good value for money.

What the school does well

- Pupils make good progress and standards of attainment in English; mathematics and science are well above the national average.
- The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities. Provision for pupils with special educational needs is very good.
- Teaching is very good overall.
- There is a very positive ethos. Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.
- The school cares well for its pupils. Provision for their spiritual, moral, social and cultural development is very good.
- The headteacher provides excellent leadership and manages the school very well. She is well supported by governors and staff who work hard to maintain and improve the high standards
- The school has a very effective partnership with parents

What could be improved

- Pupils do not have sufficient opportunities to use their skills in information technology to support their learning across the curriculum.
- Children under five in the reception classes have limited access to large play equipment and outdoor facilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the previous inspection in 1996, St Alphege CE Infant Primary School was found to be a good school with many strengths. Since then it has continued to improve in many areas. The results achieved by pupils in the National Curriculum tests at the age of seven have been maintained consistently well above the national average between 1996 and 1999. All the issues from the previous inspection have been effectively addressed. The quality of teaching has improved, with a significantly higher proportion of teaching that is very good or excellent. Teachers have high expectations and the numbers of pupils achieving higher levels in the National Curriculum tests has been increased. The partnership with parents has been extended and is now very good.

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	
Reading	A*	A*	A*	A*	well above average A
Writing	A*	A*	A	A	above average B
Mathematics	A	A	A	A	average C
					below average D
					well below average E

Pupils' performance in the reading tests was very high in comparison with the national average and in comparison with similar schools. The results were in the top 5% of schools nationally.

Performance in the writing and mathematics tests was well above the national average and well above the average in comparison with similar schools.

The results have been maintained at a level which is consistently well above average over the last four years.

Teacher assessments of pupils' attainment in science in 1999 are well above the national average.

Attainment in music, art, history and geography is above the national expectation. In all other subjects, pupils achieve in line with the expectations for the age group.

Overall, pupils make good progress.

The school monitors and analyses progress and has set clear and challenging targets for improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show great enthusiasm.
Behaviour, in and out of classrooms	Behaviour is very good.
Personal development and relationships	Relationships are very good. Pupils co-operate well with each other and their teachers. When given opportunities to carry responsibility they are trustworthy and show initiative.
Attendance	Attendance is very good and pupils enjoy coming to school.

Pupils demonstrate very positive attitudes to school. They enjoy a good relationship with their teachers and their classmates. They are keen to learn, respond well in lessons and behave well.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Very Good	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.

None of the teaching observed was less than satisfactory. Teaching was good or better in 88% of the lessons observed and was very good or better in 52% of lessons. In 12% of the lessons it was excellent. The teaching of English and mathematics is very good overall. The skills of literacy and numeracy are taught very effectively. Pupils work in ability groups for English and mathematics; this helps teachers to meet their needs. Teachers have high expectations of their pupils and work is well matched to their needs and abilities, providing them with a clear challenge and thus supporting their progress. Lessons are well planned and clearly structured. Pupils respond well. They are keen to learn and concentrate well, making good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant activities, well matched to the needs and abilities of the pupils. It is enhanced by extra-curricular activities and the good use of visits and visitors.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and make good progress in relation to their previous attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The good role models provided by staff, very clear expectations of behaviour and the positive values promoted in assemblies and lessons ensure that provision for spiritual, moral, social and cultural development is very good. The provision is enhanced by the close links with the Parish Church.
How well the school cares for its pupils	The school cares for its pupils well. Staff know their pupils well as individuals and create a supportive environment in which pupils can grow in maturity.

The school provides a broad and well planned curriculum. It emphasises the development of relevant skills within the context of interesting and challenging activities which motivate pupils. Personal and social education is a strength of the school.

Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track progress. Procedures for child protection and for ensuring pupils' welfare are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and has established a very positive ethos for the school. She is well supported by all staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive of the school. They are aware of the needs and priorities facing the school and contribute very effectively to its success.
The school's evaluation of its performance	There are effective systems in place to monitor the standards of attainment and the quality of teaching. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Very good use is made of all staff, of time, of learning resources and of the accommodation. Financial planning is very good.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. They have established a very positive ethos for the school. Senior staff provide very clear leadership and support for colleagues. The headteacher and governors have a clear view of the school's needs and priorities. The school development plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It clearly identifies the school's priorities. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used to support the priorities identified in the plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children make good progress • The school is well led and managed • Teaching is good • The school helps their children to become mature and responsible • Their children are expected to work hard and to achieve their best. 	<ul style="list-style-type: none"> • The information they receive from the school about their children's work and progress

The inspection team fully endorses these positive views. However the team does not support the views of parents who are not happy about the information provided about children's progress.

At the beginning of each school year, parents receive information about the curriculum to be covered. There is a meeting in the Autumn term to discuss targets for improvement. There is an annual written report on each child's progress which parents discuss with teachers. If parents have any pressing concerns they can approach the school at any time. The school has already made plans for an additional parent/teacher consultation in the Spring term. These arrangements are sufficient to keep parents well informed about their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress and standards of attainment in English; mathematics and science are well above the national average.

1. There is a wide range of attainment on entry, although overall, attainment is above that expected for the age group. This is confirmed by the baseline assessments carried out when pupils enter the reception classes. Pupils make good progress throughout the school and by the end of Key Stage 1, their attainment in English, mathematics and science is well above the national average. The school has successfully implemented the National Literacy and Numeracy Strategies. Standards of literacy and numeracy are good and the school ensures that skills are not taught in isolation but are used to support learning across the curriculum.
2. The teachers are skilful in organising purposeful opportunities for the pupils to develop their speaking and listening skills in a variety of settings, both in class and in the wider school context, such as assemblies. They are sensitive in building up each individual's self-esteem and independence and have high expectations of achievement. From the earliest age the pupils communicate freely with their peers in imaginative role-play situations, take part confidently in large and small group discussions, and exchange relevant ideas in pairs. By the end of Key Stage 1, the vast majority of the pupils are confident and articulate. They display an increasing vocabulary, and an ability to use the spoken language for specific purposes.
3. Great importance is attached to the use of reading as a tool for learning, as well as to the enjoyment of books. Progress is also enhanced by good home-school links through reading diaries. Pupils make good progress in reading, extending their interest and enjoyment of books as they develop confidence in their reading skills. Most pupils enjoy reading and are able to use and identify the contents page, index and glossary in different books. By the end of Key Stage 1, the majority of pupils read accurately and with growing confidence when reading a range of simple texts. Most pupils have a good understanding of the text and can explain clearly what they have read.
4. Pupils make good progress in writing skills. The teachers use their knowledge and understanding of the National Literacy Strategy to plan well-focused lessons which systematically develop the pupils' writing skills. By the end of Key Stage 1, pupils write for a number of different purposes including creative, descriptive and poetry writing. They develop their ideas logically in a sequence of sentences which are generally correctly punctuated. Common short words are usually spelt correctly and attempts at longer words are sound. They are familiar with parts of speech such as adjectives and choose words to good effect. The setting (by previous attainment) of the pupils for English in Key Stage 1 has a positive effect on progress and the majority of the pupils reach high standards.
5. Pupils make a good start to learning mathematics in the nursery and reception classes. They are effectively introduced to mathematical vocabulary and ideas and their knowledge, skills and understanding are developed through well planned activities which develop links across the curriculum. Pupils make good progress. They show gains in knowledge and understanding and are able to use appropriate mathematical skills in a variety of contexts. By the end of Key Stage 1 pupils carry out simple calculations accurately and have a satisfactory knowledge and understanding of number facts. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They develop skills of simple data handling and can construct and interpret graphs. They understand simple fractions and can calculate halves and quarters of numbers. They measure using metres and

centimetres and calculate money using decimal notation. They are aware of the value of coins and have an understanding of the need for standard measures. Good use is made of mathematical skills in other areas of the curriculum. For example pupils use skills of measuring and calculating to support their work in science and design and technology.

6. In science, pupils at the end of Key Stage 1 are attaining levels which are well above the national average. Pupils have well developed enquiry skills and strategies for investigation. They make sensible predictions based on earlier learning. Pupils are aware of the need for fair testing and they are able to record their findings in their own ways. Pupils have a good scientific vocabulary. Year 2 pupils for example provided very clear definitions of mini-beasts using appropriate scientific terminology.

The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities. Provision for pupils with special educational needs is very good.

7. The school provides a broad curriculum which is relevant to the needs of the pupils. This curriculum is enriched with a range of extra curricular activities, visits and visitors which enhance many areas of pupils' experience. The teachers have high expectations of pupils' attitudes and attainment not only in English and mathematics but across the whole curriculum. This provides pupils with opportunities to achieve good standards of work in a wide range of activities. Music, art, history and geography provide particularly noteworthy examples of high quality work.
8. Provision for children under the age of five in the nursery and reception classes is good. The curriculum is rich, broad and balanced. It reflects the teachers' very good knowledge and understanding of the ways in which young children learn, and provides a wealth of well organised experiences which are closely matched to the children's level of development, and challenge them to make progress. Planning is based on the six areas of learning appropriate for this age group, moving on to the National Curriculum as the children fulfil the desirable learning outcomes. Assessment is carried out carefully and regularly and used to plan future work.
9. The curriculum in Key Stage 1 is provided through a full programme of work in the National Curriculum subjects and religious education. Cross curricular links are very strong features of planning and teaching and the use of a topical theme throughout all subjects is very effective without any feeling of these links being unnatural or unnecessarily contrived. The timetable is well balanced, giving appropriate allocations of time to subjects. The curriculum is well thought out as a coherent whole, in which each subject has its part to play in the overall development of the child. An appropriate balance of individual, small group and whole class activities support learning well.

10. There are appropriate policies in place for all subjects and the very effective long term and medium term plans ensure a continuous, progressive and systematic approach both across year groups and through the key stage. Planning is thorough and work increases in challenge appropriately. Work is clearly matched to pupils' needs. The decision to set pupils in groups according to their prior attainment in English and mathematics is having a very positive effect upon the quality of their learning. There is an effective programme for pupils' personal and social development.
11. The curriculum is fully accessible to pupils with special educational needs. Good provision is made to support their learning. Detailed assessment identifies pupils with special educational needs and charts their progress. The information gathered through these assessments is used effectively to plan programmes of work and to set appropriate targets for pupils' development. Work is well planned to meet pupils' needs and enable them to make good progress.

Teaching is very good overall.

12. The quality of teaching is very good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 88% of teaching observed was good or better; 52% was very good or better and 12% was excellent. None was less than satisfactory. Teachers plan their lessons carefully. They identify what they wish pupils to learn and share these objectives with the class. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and most pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Lessons proceed at a good pace and are well organised.
13. In the nursery class all staff take every opportunity to develop pupils' speaking and listening skills. The wide range of activities offered and the high expectations of behaviour and attainment result in children responding well and making good progress across the curriculum.
14. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Classroom support staff and volunteer helpers are used very effectively to support pupils' learning. Good examples were observed in literacy and numeracy lessons in the reception classes. A very well planned and organised lesson on simple subtraction was enhanced by the group work led by support staff. This helped all pupils to maintain their interest and concentration as they tackled a range of activities well matched to their needs and abilities.
15. Very effective planning, high expectations and work that is well matched to pupils' needs are strong features in many lessons. A good example was observed in a Year 1 mathematics lesson when pupils were investigating number sequences and patterns. The lesson began with a very effective session of mental arithmetic which provided a good level of challenge. The teacher encouraged and expected pupils to give explanations of their strategies and the plenary session was used effectively to review learning and consolidate understanding. Pupils responded well to a challenging task, making effective use of their mathematical skills to identify patterns and the higher attaining pupils were able to create their own sequences.

16. Teachers have good subject knowledge and their own enthusiasm for the work leads to pupils responding well to the teacher's high expectations. A good example was observed in a Year 2 lesson which developed skills of literacy as well as an understanding of history. The shared reading of a passage from Oliver Twist led to a dramatisation of the scene by the teacher which captured pupils' imaginations and ensured the whole class was fully involved in the lesson and desperately keen to answer questions and contribute to the discussion. The skilful use of questioning and well planned activities ensured that pupils' understanding and use of vocabulary was developed, as well as a clear understanding of the conditions of Victorian childhood as described by Dickens.

There is a very positive ethos. Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.

17. Pupils show very good attitudes to learning and this has a positive effect on their progress. They are interested in their work, well motivated and enthusiastic. Most concentrate and listen well. They speak about their ideas with confidence and are prepared to share their thoughts with their teachers and classmates. They are well motivated and respond well to encouragement and praise. They treat resources with care, tidy away efficiently after lessons and are sensible when engaged in practical tasks. They follow instructions well and respond with enthusiasm to questioning and discussion.
18. The behaviour of the pupils in lessons, around the school and on the playground is very good, and enables them to make the most of all the opportunities provided for them. They move about the school in an orderly way, play amicably and sensibly on the playground and are responsive to instructions given by adults. They take good care of the books and apparatus they use, including respecting items left on display.
19. Relationships amongst pupils and between adults and pupils are very good. At assemblies, during lessons, at lunch breaks and at playtimes, there is a strong rapport between pupils. Friendliness, caring attitudes and simple acts of kindness are evident.

The school cares well for its pupils. Provision for their spiritual, moral, social and cultural development is very good.

20. The school has a supportive ethos and provides pupils with a safe, secure, caring environment in which to work and play. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on pupils' attitudes to their work and helps to develop their self-esteem and supports their progress. Procedures for monitoring pupils' academic progress are good. Teachers know their pupils well, assess their progress thoroughly and advise them what they need to do to make further progress. Pupils' personal development and behaviour are monitored effectively and well promoted through all areas of school life. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated.

21. The school's provision for pupils' spiritual, moral, social and cultural development is very good and permeates its work, both in the planned curriculum and through incidental opportunities which occur or are created. The provision is enhanced by the very strong links with the Parish Church. Opportunities for spiritual development are very good. Pupils study different faiths in religious education and have experienced places of worship and celebrations first hand. Assemblies contribute appropriately to spiritual development by offering chances to pray and reflect quietly. Moral development is promoted very well. Pupils are given a clear sense of right and wrong and are expected to consider their intentions thoughtfully and to make decisions about actions on the basis of this understanding.
22. Pupils are always encouraged to relate positively to each other, to be considerate and courteous and to play together. All adults in the school set a good example in this area. In class there are many opportunities to work together responsibly and share resources fairly. Pupils also learn to work effectively as a team through participation in musical events and school productions. Pupils are involved in fund raising for charities and are regularly involved in events in the local community.
23. Cultural development is equally well promoted both within the curriculum and through extra-curricular opportunities. There are regular visits to places of educational interest. Visitors are also used effectively to support the curriculum and enrich pupils' experience.

The headteacher provides excellent leadership and manages the school very well. She is well supported by governors and staff who work hard to maintain and improve the high standards

24. The school is very well managed. The headteacher provides excellent leadership, promoting and sustaining a clear sense of direction for the work of the school. The senior management team provides very effective support. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The very positive and supportive ethos and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all.
25. The governing body plays a very effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and have a good awareness of the issues to be addressed. The establishment of a committee structure, with clear terms of reference, provides for efficiency in strategic decision making. Financial planning to support educational initiatives is good. The finance committee provides effective support for the head teacher in decision making and uses the budget effectively to achieve educational targets. Funds available for staff development and for special educational needs are used well. The school development plan has been produced in consultation with staff and governors. This clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly.

26. All teaching staff have curriculum responsibilities. Co-ordinators are responsible for managing their subject and delivering curriculum support. They make a very positive contribution to the management of the school.
27. Daily management and organisation is efficient and unobtrusive. The administrative staff work hard to assist the smooth day to day operation of the school. This has a positive effect on the quality of learning and standards of achievement.
28. The aims of the school are clearly expressed and understood and are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. Parents are very supportive of the aims and values promoted by the school. The school is forward moving and has a strong and positive ethos, putting the needs of the pupils as a high priority.

The school has a very effective partnership with parents

29. There is a very effective partnership between the school, parents and the local community. The school successfully encourages parents to be active partners in their children's development. They support school events such as assemblies and concerts. Through the Friends of St. Alphege Schools, they raise substantial sums of money for the school.
30. Parents feel welcome in school and many of them regularly give up their time to help with classroom activities and run the library. When they do so, they are well briefed and used effectively. Parents supervise the 'Walking Bus' which escorts a group of children to and from school each day in order to alleviate the problems of traffic congestion.
31. Communications with parents are good. Parents of nursery children regularly exchange information about their children with the staff at the beginning and end of sessions. Parents are kept well informed about life generally in the school through correspondence and regular newsletters. Parents feel that the school is approachable if they have any worries or concerns, and consider that any matters raised are handled well. Parents of pupils with special educational needs are kept fully informed about developments and invited to review meetings. Parents were consulted about the Home/School agreement and the final version incorporated some of their ideas. Every family has signed and returned this.
32. A very effective Parental Consultation Group has been established. This includes a representative parent from each class and is a useful forum to discuss parents' concerns and suggestions.

WHAT COULD BE IMPROVED

Pupils do not have sufficient opportunities to use their skills in information technology to support their learning across the curriculum

33. By the end of Key Stage 1, attainment is in line with the national expectations. Pupils understand that information and communication technology (ICT) can be used to communicate messages and can be altered easily. They use the keyboard and mouse confidently to control programs. They make use of the computer as a word-processor; for simple data handling and to access information. However, pupils have limited opportunities to use and develop their skills to support their learning across the curriculum. The school has worked hard to improve provision for information technology since the previous inspection. There has been a great deal of in-service training for staff which has resulted in increased teacher confidence and improved knowledge and skills. The subject has been a major priority in the school improvement plan. As part of the National Grid for Learning, a new computer suite is currently being installed. The school is therefore in a strong position to move forward in the development of pupils' skills, knowledge and understanding, and also to further improve pupils' use of information technology to support their learning across the curriculum.

Children under five in the reception classes have limited access to large play equipment and outdoor facilities.

34. Children in the nursery have very good access to outdoor play with a selection of large equipment including a climbing and balancing frame. The outdoor play is well planned with skills teaching and opportunity for choice and free play. Children under five in the reception classes are restricted to timetabled hall times for physical education lessons along with their playtimes and lunchtimes. Although some use is made of the nursery grounds and the rector's garden, there is a limited range of equipment available for outdoor activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order to further improve the quality of education and the standards of attainment, the headteacher, governors and staff should:
- (1) Ensure that the new facilities for information technology are used effectively to further develop pupils' skills and their use of information technology to support work in other subjects.
 - (2) Develop the range and accessibility of large play equipment and outdoor facilities for children under five in the reception classes.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12%	40%	36%	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	30	216
Number of full-time pupils eligible for free school meals	N/a	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.0
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	32	37	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	32	32
	Girls	37	36	36
	Total	68	68	68
Percentage of pupils at NC level 2 or above	School	99	99	99
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	32	32
	Girls	36	35	36
	Total	67	67	68
Percentage of pupils at NC level 2 or above	School	97	97	99
	National	82	86	87

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	2
White	137
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	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	22.5
Average class size	30.9

Education support staff: YR – Y2

Total number of education support staff	4.5
Total aggregate hours worked per week	116.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	65

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

Financial information

Financial year	1999/2000
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	£
Total income	465,274
Total expenditure	477,347
Expenditure per pupil	2,210
Balance brought forward from previous year	40,699
Balance carried forward to next year	28,626

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	276
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	2	0	0
My child is making good progress in school.	55	37	2	0	6
Behaviour in the school is good.	72	24	0	1	3
My child gets the right amount of work to do at home.	37	52	6	0	5
The teaching is good.	79	17	1	0	4
I am kept well informed about how my child is getting on.	26	38	28	7	1
I would feel comfortable about approaching the school with questions or a problem.	59	35	5	1	1
The school expects my child to work hard and achieve his or her best.	74	23	2	0	1
The school works closely with parents.	46	47	4	1	1
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	68	28	1	0	3
The school provides an interesting range of activities outside lessons.	30	44	10	3	13