

INSPECTION REPORT

ALL SAINTS C OF E PRIMARY SCHOOL

Heaton Norris, Stockport

LEA area: Stockport M.B.C.

Unique reference number: 106103

Headteacher: Mr David Bentley

Reporting inspector: Mr Paul Evans
20737

Dates of inspection: 13th – 14th March 2000

Inspection number: 188261

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary controlled

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

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Appropriate authority: Stockport M.B.C.

Name of chair of governors: Mr D. E. Foulkes

Date of previous inspection: July 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Church of England Primary School has 214 full-time pupils on roll, 111 girls and 103 boys. The school is situated in the South Reddish ward of Stockport. The local community consists mainly of terraced housing both council and privately owned. Thirty two per cent of pupils are on the special educational needs register which is above the national average and 38 per cent are eligible for free school meals which is also above the national average. The area is identified as being the second highest area of deprivation in the Stockport district. Fifty to sixty per cent of children attend the local nursery before joining the reception class. However, the remaining children have very limited pre-school experiences so that when they join the school they have very poor social and communication skills.

The school provides a warm and friendly yet hardworking environment for its pupils and celebrates the individuality of each pupil. An outstanding programme of extra-curricular activities includes a wide range of sports, music and very high quality day and residential visits. The day and residential visits are the sources of a great deal of evidence and data which are later used as the basis of work which is undertaken in the classroom.

HOW GOOD THE SCHOOL IS

The school has been invited to apply for Beacon School Status. All Saints is an excellent school which teaches basic skills very well. It also raises the levels of self-esteem of all pupils very well. By the time pupils leave the school they achieve standards which are average in English, above average in science and well above average in mathematics compared to all schools nationally. Compared with similar schools these results are well above average in English and science and very high in mathematics. This is an outstanding level of achievement.

What the school does well

- Consistently raises standards of literacy in both key stages.
- Raises the academic standards of all its pupils to levels which are in line with or above national expectations by the time that they leave the school.
- Offers parents the opportunity to work with their children while extending their own academic and personal skills.
- Raises pupils' knowledge and understanding of the world around them through the excellent programme of day and residential visits.
- Enables pupils to attain very high levels of confidence and self-esteem.
- Fosters and develops the individual talents of all its pupils very successfully.
- Develops excellent personal and social skills in all its pupils.
- Provides excellent leadership and management of the school.

What could be improved

This school has no significant weaknesses.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996.

In response to the key issues raised at the time the school has:

- consistently raised standards in English, mathematics and science throughout the school by rigorously monitoring the achievement of pupils, analysing National Curriculum and other test results and by setting and reaching targets both for individual pupils and for the school as a whole;
- involved the headteacher, governors and all the staff in the development and implementation of a formal system of monitoring the standards achieved and the quality of education which the school provides for its pupils;

- increased pupils' knowledge and understanding of other cultures through the development and implementation of a programme of cultural development. This details the topics to be taught in each class during each term.

This means that all the key issues raised in the last inspection report have been fully addressed and that the actions taken are impacting positively on the achievement and standards of all pupils. The school has made very good improvement since the last inspection.

STANDARDS

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

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

Standards in Key Stage 1 are well below the national average in English and mathematics. However, the school teaches basic skills in literacy and numeracy excellently and the number of pupils reaching the average Level 2 in national tests has risen steadily since 1994. Because the average attainment of pupils on entry to the school is well below average it takes a long time before they are performing to their true potential. This point has been reached within Key Stage 2 for several years. Because of the outstanding work that the school does in teaching basic skills this point has been reached at an earlier age with each group of pupils. Inspection evidence shows that pupils in Year 2 are now reaching standards in English which are still below the national expectation but are continuing to improve. In mathematics standards are in line with national expectations. Standards in science are broadly average. This means that the school is steadily approaching its target for pupils' standards to be in line with the national expectation at the end of Key Stage 1.

In Key Stage 2 standards in English are broadly in line with the national average. Standards in science are above the national average and standards in mathematics are well above average. Compared to the results of pupils in similar schools, standards are well above average in English and science and are very high in mathematics. These standards are an excellent achievement for the school and are continuing to be raised.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy attending school. They revel in the atmosphere of supportive care, concern and guidance.
Behaviour, in and out of classrooms	Very good. The atmosphere in classrooms is one of complete involvement in their studies and real excitement in what they discover.
Personal development and relationships	Excellent. They undertake responsibilities with a very mature attitude. Once they understand their responsibilities little or no staff supervision is necessary. They are very proud of the trust that is shown in them.
Attendance	Good. Broadly in line with the national average and maintained over a period of years.

All pupils learn to behave very well and to take responsible attitudes to their work. From the earliest age they respond very well to the very high expectations of the school and the caring attitude of support and guidance for all. They develop excellent relationships with each other and with their teachers.

TEACHING AND LEARNING

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

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.

Few lessons are observed during a short inspection; however, the lessons observed included English, mathematics and science. The quality of teaching was at least very good and was excellent in the majority of lessons observed. Overall the inspectors' judgement is that the quality of teaching in the school is excellent.

The excellent levels of planning and of expectations for the achievement of all pupils combined with the very good monitoring and evaluation of the effectiveness of all teachers ensures the excellent quality of teaching throughout the school. The excellent introduction of the national strategies for literacy and numeracy is having the effect of raising standards even further.

All pupils' work is regularly marked and praise is consistently given. When marking is at its best teachers make comments and give clear guidance which helps pupils to improve their work. Some teachers date pupils' work, which is used to judge their achievement. This enables judgements to be made about the pace of progress.

From well below average levels of attainment on entry to the school children under five years of age make good progress. This good progress is sustained throughout Key Stage 1. In Key Stage 2 the achievement of all pupils is very good. Because of the excellent quality of teaching and the excellent levels of support given by classroom assistants the levels of achievement of pupils with special educational needs, of those for whom English is a second language and of the more able and talented pupils are very good throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Excellent. The statutory curriculum is fully in place and is enriched by the excellent range of extra-curricular activities.
Provision for pupils with special educational needs	Excellent. The dedicated co-ordinator for special educational needs together with the highly qualified and equally dedicated classroom assistants ensure the consistent raising of standards through complete access to the whole of the curriculum.
Provision for pupils with English as an additional language	Excellent. The outstanding expectations for each pupil's achievement are supplemented by the patience and very high quality support shown by all teachers and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. Spiritual, moral and social development are all excellent. Cultural development is much improved and is now very good.
How well the school cares for its pupils	Excellent. The school enables pupils to develop a wider understanding of the world around them. It provides them with the opportunity to enhance their lives through the excellent programme of personal development.

The curriculum provided fully meets statutory requirements. Depth and richness are added through the use of all areas of the wider curriculum to develop and enhance the particular talents of individual pupils, for example, in art, music and sport. All pupils are given a greatly enhanced sense of self-esteem through the school's belief that they can achieve whatever they strive for. The excellent programme of extra-curricular activities, particularly the residential educational visits, gives pupils a greatly enhanced view of the wider world and their place within it.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher provides an excellent educational vision and direction for the school. Each member of the teaching and support staff is given and fully accepts responsibilities within the outstanding spirit of teamwork which drives the school forward.
How well the governors fulfil their responsibilities	Very good. The governing body has fully developed its role as critical friend to the school. Governors are true partners in the management of the school.
The school's evaluation of its performance	Excellent. The school has clearly developed very high level, long-term aims for the achievement of all its pupils. The procedures for evaluating its progress and for modifying its provision in order to meet those aims are excellent.
The strategic use of resources	Very good. The planning, consideration of options and the evaluation of the effectiveness of decisions are all very efficient.

The headteacher's vision for the educational direction of the school is recognised and respected by all staff, parents and governors. All know that they are regarded as equal partners in the development of the quality of education provided by the school. This atmosphere of outstanding partnership is a major strength of the school.

The involvement of governors in discussions about the use of the school's resources is very good. Quotations are sought and decisions are made using a range of criteria, not on the basis of cost alone. All decisions are later evaluated for their effectiveness in raising standards and future decisions take into account any lessons learned. The application of the principles of best value is very good.

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 school expects children to work hard and do their best at all times. • The fact that their children like school. • The very good teaching in the school. • They are comfortable about approaching the school with any problems. • The way the school is led and managed. • The good progress that children make. 	<ul style="list-style-type: none"> • A small minority of parents feel that children do not get the right amount of homework.

The inspection team supports the positive views of the great majority of parents. The levels of homework set for children under five years of age are excellent. The amount of homework increases in quantity and levels of difficulty as pupils' progress through the school. In Years 5 and 6 the setting of homework is regular and is appropriate to the development of pupils approaching secondary education. In this area the inspection team does not agree with the views of a minority of parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school consistently raises the standards of literacy in both key stages

1. When pupils enter the school their standards of literacy vary according to their pre-school experiences, although their standards overall are well below average. Approximately 40 per cent of children do not attend the local nursery and around 20 per cent of children require speech therapy when they join the school. The parents of many of the children also have low level literacy skills. Thirty three per cent of pupils are on the school's special educational needs register.
2. From the very beginning of a child's school life the acquisition of literacy skills, particularly those of speaking and listening, are a school priority for development. The school undertakes baseline assessment which gives a clear indication of the abilities and needs of each child. A programme of study is developed which focuses on the specific needs of individual pupils. Within the school basic literacy skills are excellently taught.
3. As well as teaching letter sounds and names together with the basic formation of letter and later word shapes the school focuses on raising the self-esteem of its young pupils. Many have not only had very limited pre-school experiences but have not been encouraged to express themselves and are very reluctant to enter into any dialogue. All teachers and support staff consistently apply the school's excellent policies of assertive behaviour encouraging all pupils to express themselves as well as they can. Praise is a constant factor within the school in the development of pupils' confidence.
4. The school has invested a considerable amount of money in the appointment and training of classroom assistants. There is now the equivalent of one full time assistant for each class. All have achieved qualifications on nationally recognised educational courses. They provide excellent support for pupils of all abilities and their contribution to the staff team is a strength of the school.
5. The introduction of the national literacy strategy has been excellent and has had a significant effect on raising standards in both key stages. Classroom assistants provide very high quality additional literacy support. The school has decided to focus this support not only on pupils of lower ability but also on average and more able pupils who can benefit from this high level additional support. This is very effective in raising standards.
6. Less able pupils and pupils with special educational needs are very well supported by the school's dedicated special educational needs department which is led by the full-time special educational needs co-ordinator. Procedures for assessing the specific needs of pupils are excellent and targets set in individual education plans are very well focused and regularly reviewed. This excellent provision also identifies and deals with the specific needs of pupils for whom English is an additional language. All these pupils make very good progress.
7. The school's special educational needs department is also the centre for the 'Family Literacy Project'. Parents are invited to join their child in highly focused literacy activities. This provision is highly successful in meeting several needs. There are three Family Literacy sessions each week. Parents are enabled to have quality time with their child, undertaking expertly guided literacy activities. Their younger children are given excellent care and educational play activities. These are provided in a crèche within the school by highly trained staff from an outside agency. This provision enables a closer bonding between parents and their children. It also effectively improves parents' ability to assist their children at home. Younger children in the crèche receive very good quality early

learning experiences and pupils make very good progress in learning with their parents. In addition to this parents can build skills in literacy and computer keyboard skills which can lead to a nationally recognised qualification. This is an excellent project.

8. The combination of the various strands of the school's teaching of literacy have steadily increased the number of pupils reaching the average National Curriculum level 2 at the end of Key Stage 1. This good base is built upon very successfully in Key Stage 2. Pupils develop into good or very good readers. They use very sophisticated language when writing imaginatively in a wide range of styles. Standards in English in the 1999 national tests at the end of Key Stage 2 were in line with national averages. This is an outstanding achievement. The age at which pupils attain basic language skills is falling steadily and the school is on course to achieve its target of reaching average standards at the end of Key Stage 1.
9. This focus on literacy skills makes a major contribution to raising standards in other areas of the curriculum, particularly in mathematics and science. In 1999 national tests at the end of Key Stage 2 the percentage of pupils who reached the expected Level 4 and above in mathematics was well above the national average. The percentage reaching the higher Level 5 was close to the national average. In science the percentage of pupils who reached Level 4 was above the national average and of those achieving the higher Level 5 was close to national averages. These are outstanding levels of achievement.

The school raises pupils' knowledge and understanding of the world around them

10. On entry to the school pupils' pre-school experiences are very limited. The school has identified that the low levels of pupils' confidence and self-esteem need to be raised considerably. Throughout the school there is an atmosphere of celebration of the achievements of all pupils. This is evident in the extremely high standard of displays of pupils' work. For example, in Year 2 very good art work and writing tell the story of a visit to Platt Hall. Photographs showed pupils dressed in Victorian costume playing traditional games of the time. The large display was very well presented demonstrating the very high level of pride that teachers throughout the school show in the achievement of all pupils.
11. From the very earliest age children and pupils in the school are provided with experiences which broaden their view of the world around them. In the reception class they grow watercress as a part of their science work. They make cress sandwiches, considering the ingredients as they begin to develop an understanding of the elements of a healthy diet. The elements of using the wider world as an area for study are set at this early age. These young children are taken with their sandwiches to a grassed area of the school's grounds to celebrate their work with a picnic.
12. The range of visitors and visits provided by the school is outstanding. Photographic evidence shows a visiting theatre group spending a whole day involving pupils in rehearsals and a performance of Shakespeare's Macbeth.
13. In Years 5 and 6 pupils are taken on extended residential educational visits. Year 5 visited Whitby for four days. Their studies included World War II, the Dracula experience, the seashore, the Abbey and St. Hilda's Church and the journeys of Captain Cook. This very wide ranging evidence gathering provided the information for a half term's work in a number of curriculum areas. These visits are truly extra curricular. They are undertaken in school holidays because so many of the school's staff are eager to be involved. This is an example of the excellent care, concern and affection that all staff show for their pupils. Many of the staff recently visited Harlech in mid-Wales to investigate the area. This was in preparation for a Year 6 residential visit later this year. This is a new venture. It

replaces the Year 6 visit to the Castlehead Field Study Centre which the oldest pupils have visited for the past 18 years.

14. Pupils are encouraged to think and to express their thoughts and feelings from the time that they first enter the school. They develop confidence initially because they recognise that they can try anything in the highly supportive atmosphere that surrounds them. Steadily this builds into self-confidence, which is combined with excellent behaviour and self-discipline to produce highly motivated learners.
15. Music is another area which the school promotes to a very high level. Pupils learn to play treble and descant recorders. They play a good range of music in assemblies and take part in musical productions. Pupils play and sing in large-scale productions such as 'Sweeney Todd', 'The Trolls' and 'Chitty, Chitty, Bang, Bang' as well as seasonal shows, for example, at Christmas. Groups of pupils sing in festivals, old people's homes and hospitals. This involvement in music and drama makes an excellent contribution to the self-esteem of pupils, which in turn has a very good impact on the standards they achieve. The staff have also formed their own musical quartet.
16. Sporting activities also have a high priority in the school's excellent programme of extra-curricular activities. There are clubs for soccer, netball, cricket, mixed rounders and other sports according to the season. There are weekly training sessions for teams in major team games and weekly fixtures against other local schools. The school regularly wins competition trophies. In the past 15 years the netball team has won 13 trophies including three trebles. The school takes great pride not only in its pupils' achievements in sport but also in the sportsmanship and outstanding behaviour of all pupils when representing the school in the wider community. For some pupils sporting prowess is the key to raising their self-esteem which in turn has a positive impact on their academic standards.
17. The excellent range and quality of these extra-curricular studies is a major factor in the standards achieved by pupils in the school. Pupils grow to be confident and have high levels of self-esteem. They develop the confidence to perform in public whether speaking or reading their own writing at assemblies, playing music or acting before larger audiences. The range of activities is wide enough to enable every pupil to find a strength. This has a very high impact on their personal development. Pupils develop high levels of maturity and skills as intuitive, independent learners.

The leadership and management of the school are excellent

18. The headteacher is a charismatic leader who shows true vision in his educational direction for the school. There is a wide range of strengths amongst the other members of the senior management team which provides an extremely solid foundation for the outstanding teamwork amongst all the staff of the school. All the teachers, classroom assistants, the excellent school secretary and the premises manager deal with all pupils in the same manner of trust and high expectations. The team ethic is central to the high performance of this school. In the same way that the self-esteem of pupils is raised, leading to higher standards, so the true team involvement of all staff leads to much improved self-esteem and all-round performance at the highest level.
19. All members of the team are involved in all aspects of the planning of the school's provision. Evaluation and appraisal of staff together with priorities in the school development plan and national initiatives guide the excellent programme of staff development. Teachers are given the opportunity to present the knowledge, understanding and skills gained on courses to the whole staff. This is a very efficient use of time and money. The levels of qualifications of all the classroom assistants is very high and is the basis of their outstanding contribution to pupils' learning. All have national

qualifications either from the British Training and Education Council or they have gained the Specialist Teacher Assistant Certificate. Some have gained both.

20. The planning and expertise which guide this level of team-building are excellent. When new staff are required qualifications and experience are not the only criteria which guide the governors and the management team in making appointments. Other major considerations are personality, levels of commitment and the school's judgement as to whether a particular applicant will fit into and improve the team. Teachers are often recruited from amongst Initial Teacher Training students who have worked in the school and have been judged to be outstanding. The procedures for the induction of new staff, for their training and support are outstanding. All staff express great pleasure and professional satisfaction in working in the school. They show outstanding support for each other and real care and affection for all their pupils.
21. The governing body undertakes its responsibilities very well. Their understanding of the strengths and weaknesses of the school is very good. They act as a truly critical friend to the school and give the school's management very good support. They are fully involved in all aspects of the school's development and are true partners in all decision making. There are no sub-committees so all governors are involved in discussions about all aspects of the school. All decisions are reached corporately. The governors set themselves targets each year and individual governors take responsibilities based on their particular interests, abilities and the time that they have available. This manner of organisation is very effective.
22. The levels of financial planning are excellent. The outstanding school development planning includes the specific allocation of the funds needed to achieve the targets set. When the school encountered a budget deficit through no fault of its own planning was put in place which corrected the error within one year. This was done without compromising the school's aims. This is excellent.
23. The match of teachers and support staff to the demands of the curriculum is excellent. The school's accommodation provides very good areas for teaching and learning. It is greatly enhanced by the very high quality of the pupils' work which is displayed in all areas. Overall learning resources are very good. Resources for literacy and numeracy have been extended to meet the needs of the national projects in these subjects. The resources for literacy, numeracy, science and physical education are excellent.
24. All Saints School is one of outstanding effectiveness. When considering its context, the level of education it provides, the standards it achieves and the money it spends the school gives excellent value for money.

WHAT COULD BE IMPROVED

25. All Saints School has no significant weaknesses.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. The governors may wish to consider the following minor points when seeking to raise standards even further:
 - (1) improve the consistency of the marking of pupils' work by having all teachers give clear written guidance to pupils about how they can improve their work;
 - (2) extend the practice of dating specific pieces of work which are used to judge pupils' progress so that the pace of progress is also evident.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	6
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	2	0	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		214
Number of full-time pupils eligible for free school meals		82

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		68

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	9

Attendance

93.8%

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	23	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	5	7
	Girls	18	15	15
	Total	24	20	22
Percentage of pupils at NC level 2 or above	School	67	56	61
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	5
	Girls	17	17	15
	Total	23	24	20
Percentage of pupils at NC level 2 or above	School	64	67	56
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	12	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	17
	Girls	10	11	10
	Total	24	27	27
Percentage of pupils at NC level 4 or above	School	77	87	87
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	17
	Girls	11	11	10
	Total	26	27	27
Percentage of pupils at NC level 4 or above	School	84	87	87
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	195
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 – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.8
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	225

FTE means full-time equivalent.

Financial information

Financial year	1998/1999
	£
Total income	385,399
Total expenditure	363,761
Expenditure per pupil	1,610
Balance brought forward from previous year	-21,638
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate 43.3%

Number of questionnaires sent out	224
Number of questionnaires returned	97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	64	30	4	0	2
Behaviour in the school is good.	46	47	2	0	5
My child gets the right amount of work to do at home.	41	33	21	2	3
The teaching is good.	71	25	4	0	0
I am kept well informed about how my child is getting on.	46	41	10	0	3
I would feel comfortable about approaching the school with questions or a problem.	67	29	4	0	0
The school expects my child to work hard and achieve his or her best.	78	18	3	0	1
The school works closely with parents.	42	43	13	0	2
The school is well led and managed.	67	32	0	0	1
The school is helping my child become mature and responsible.	57	38	5	0	0
The school provides an interesting range of activities outside lessons.	38	35	14	4	9

Summary of parents' and carers' responses

The great majority of parents and carers feel that this is a good school, that their children enjoy going to school and that the school is achieving good standards. A minority have some concern about the consistency of the setting of homework and that the levels of difficulty are not appropriate to the abilities of pupils. The inspection team found that the levels of homework and its match both to work undertaken in classrooms and to pupils levels of ability is very good across the school. For children under the age of five years it is excellent.

Other issues raised by parents

Parents are concerned and some are depressed by the constant vandalism that the school has to suffer.