

INSPECTION REPORT

ALL SAINTS' PRIMARY SCHOOL

Ilkley

LEA area: Bradford

Unique reference number: 107309

Headteacher: Peter Marsh

Reporting inspector: Sue Chesters
23196

Dates of inspection: 18 – 19 June 2001

Inspection number: 190339

Short 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 to 11 years
Gender of pupils:	Mixed
School address:	Leeds Road Ilkley West Yorkshire
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Telephone number:	01943 607852
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Kathy Allen
Date of previous inspection:	4 – 8 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the small town of Ilkley on the edge of the Bradford Metropolitan Authority. It is a Beacon School. It has 346 pupils on roll (175 boys and 171 girls) aged four to eleven. This is larger than most primary schools. Most of the pupils live locally. The school is popular and over-subscribed. The school does not have a nursery but leases a mobile classroom to an independent playgroup. Children begin school in the reception classes in the September term of the academic year in which they are five. They have levels of attainment above those expected for the age group, when they start school. The proportion of pupils eligible for free school meals is below average. Almost all of the pupils are of white cultural heritage and come from homes where English is the first language. The percentage of pupils on the school's register for special educational needs is broadly average. The percentage of pupils who have a Statement of Special Educational Need is low.

Since the last inspection the school has changed from a First School to a Primary School. It is on a very fragmented site consisting of two Victorian school buildings and five temporary buildings. A new school building, for the whole school on a new site, is planned for Autumn 2002. The ethos of the school reflects well its Church of England controlled status. It aims to ensure that children work happily and achieve high standards in a safe, secure environment.

HOW GOOD THE SCHOOL IS

This is a very good and highly effective school, of which parents and the community are justly proud. It deservedly has Beacon Status. It maintains very high standards and constantly strives to improve them. The headteacher and deputy headteacher involve the whole school community in the school's progress. They monitor and evaluate, most effectively, all of the work of the school and take prompt and suitable action, based on the information gathered. The quality of teaching is very good. The school has an excellent curriculum. It appeals to the pupils' interest and enthuses them. In the time that they are at the school the pupils learn rapidly. It provides very well for all pupils in all aspects of school life. The school gives very good value for money.

What the school does well

Despite the difficulties posed by a very unmanageable school site, the school provides an environment in which pupils make rapid progress in their learning and achieve high standards. It is very successful because:

- it is very well led and managed;
- it has consistently very good quality teaching;
- it has a very good curriculum, which is relevant to all pupils and offers a very wide range of opportunities that provide particularly well for pupils' personal development.

What could be improved

- The facilities for structured outdoor play for the children in the foundation stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection of the school since it was reorganised as a primary school. However, since the last inspection of the previous school, it is clear that good improvements have been made in addressing the key issues of that time. Assessment procedures are now very good. The data collected is used very well to monitor pupils' attainment and progress and to set targets for their further success. The school has developed a very good programme to monitor and evaluate its effectiveness. It remains determined to improve the overall accommodation. All statutory requirements are met.

STANDARDS

There are as yet no National Curriculum test results for the pupils aged eleven in the new school. Inspection evidence, however, shows that the levels of attainment for the current Year 6 in English, mathematics and science are well above average. Standards in all other subjects are well above expected levels. Standards for seven-year-olds are also well above average in all subjects. The majority of pupils at the ends of both key stages are on course to achieve well above average results in the national tests and tasks in 2001. The school sets high targets for the pupils. They reach and exceed these targets regularly. Attainment in religious education is above the expectations of the locally agreed syllabus for all year groups. The academic standards reached in this school are very high. Pupils achieve very well in all subjects. This is largely due to the consistently very good teaching that the pupils receive. By the end of reception, the majority of children exceed the targets set for them. Pupils with special educational needs make very good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school are outstandingly positive. They are very keen to learn and apply themselves exceptionally well.
Behaviour, in and out of classrooms	Behaviour is very good throughout the school. Pupils behave very well. This is particularly commendable considering the nature of the site and the frequency of pupils' movements between buildings. Pupils behave in a very mature and responsible way.
Personal development and relationships	Personal development is outstandingly good. Relationships between staff and pupils are very good. Most pupils are exceptionally self-confident and aware of their own worth. They have extremely good self-discipline.
Attendance	Attendance is good. Most pupils are punctual.

The pupils enjoy learning. They behave very well in lessons because they are interested in their work. They are not afraid to make mistakes and readily ask for help when they are unsure. The very strong relationships throughout the school promote positive, constructive and rapid learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	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.

The overall quality of teaching is very good. It makes a very significant contribution to the pupils' very good achievement. All subjects of the National Curriculum and religious education are taught to a very good standard. Assessment is used very effectively to ensure that pupils of different abilities are enabled to make very good progress, overall. In all of the lessons observed during the inspection, the teaching was good or better, it was very good or better in two-thirds. The teaching of English, mathematics and science was consistently very good, and in one case excellent, resulting in pupils learning new skills rapidly and making very good progress. Teachers succeed in making lessons exciting by challenging all groups of pupils most effectively. This means that pupils are enthused by their work and make very good gains in their knowledge and understanding. All staff contribute to the very strong team and work together exceptionally well. This results in the purposeful but relaxed atmosphere in school, in which pupils, including those with special educational needs, thrive very well and learn very successfully. All teachers plan lessons very effectively and

organise very good levels of practical activities through which pupils experiment and develop their own ideas imaginatively. This keeps the pupils interested in their work and consequently they learn well. The quality of learning in most lessons is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has very effective strategies for teaching the basic skills of literacy and numeracy. It also makes very good provision for other subjects.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. The school has developed detailed individual education plans that contain clear and precise targets for improvement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is outstandingly good. Pupils are encouraged to have an independent and reflective approach to their work. The strong Christian ethos of the school ensures that the pupils' spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	Staff monitor the pupils' attainment and progress very effectively. They foster the pupils' independence very successfully. Child protection arrangements and procedures to ensure health and safety are very good.

The school provides very good opportunities for pupils to develop their self-esteem and encourages them to be self-disciplined about their learning. This gives a richness to the curriculum, which excites and enthuses the pupils. The school also provides very good opportunities for pupils to socialise. They learn to respect one another, recognise differences in outlook and culture and live together in harmony. Extra-curricular provision and the opportunities for pupils to learn through activities outside the classroom are very good. The school works very well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the excellent leadership of the headteacher, who is very ably supported by the deputy headteacher and a very dedicated and enthusiastic staff.
How well the governors fulfil their responsibilities	The governing body supports the school well and monitors its work effectively. It has a clear view of future developments and ensures compliance with statutory requirements.
The school's evaluation of its performance	There is a strong commitment to high standards and to raising expectations. The school methodically reviews and evaluates its activities in order constantly to improve its performance.

The strategic use of resources	The school makes very good use of its staffing and very widely spread accommodation. Great care is taken to ensure that all staff are given training to improve their expertise. Funds are used most appropriately to raise standards and to maintain a rapidly deteriorating school building. The school constantly strives to get the best value for the money available.
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Resources and staffing are good for the number of pupils on roll. Accommodation is unsatisfactory because of the fragmented site and because there is no secure outside play area specifically for the children in the foundation stage. The fact that it is a pleasant working environment is a credit to the school. Members of staff ensure that pupils' work is displayed prominently around the school, providing an aesthetically pleasing and stimulating working environment. This helps to mask the inadequacies of the building.

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 teaching is good. • The school expects their children to work hard and achieve their best. • The school is well led and managed. • The school is helping their children to become mature and responsible. • Their children are making good progress in school. • Behaviour in school is good. • They feel comfortable about approaching the school with questions or a problem. • Their children like school. 	<ul style="list-style-type: none"> • Some parents feel that their children do not receive an appropriate amount of homework. • Some parents would like to see a wider range of activities provided outside lessons.

Twelve parents attended the meeting with the registered inspector, prior to the inspection and 116 questionnaires were returned and analysed. The parents strongly support the work of the school. They regard the teachers as being approachable and committed. They like the fact that the school produces good standards of achievement, good behaviour and good progress. The inspection team agree with the very positive views of the parents. However, they do not agree with the less favourable views of a very small minority of parents. Inspectors judge that the school uses homework well to reinforce learning in school. They judge that the school provides a very good range of out-of-school activities.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

1. Despite the difficulties imposed by a very unmanageable site, the school provides an environment in which pupils make rapid progress in their learning and achieve high standards. It is very successful because it does not allow the fragmented site and cramped teaching areas to interfere with the day-to-day running of school routines. The school is sited in two main buildings and five huts separated by a community car park. Staff and pupils move between all of these buildings and operate as if the whole school was located in one building. Morale is very high and the staff work together as a very good team, despite not being under one roof. At times, the quality of the buildings impinges on pupils' learning. For example, the temperature in the mobile classrooms is very difficult to control. In winter they are bitterly cold but in summer quickly become hot and stuffy. Teachers work exceptionally hard to ensure that the quality of learning does not decrease under these conditions but, inevitably, at times, the atmosphere in the rooms does limit pupils' ability to concentrate and keep up the normal very good pace of learning.

It is very well led and managed.

2. The headteachers leadership and management of the school is excellent. He has a very clear vision for the school and provides very efficient and sensitive leadership. The dedicated and hard-working staff support him very well. He has secured the respect of governors, staff, parents and pupils through his commitment and professional skills. By sharing his vision and delegating responsibility, he has developed a highly motivated, professional team, which has a good awareness of the strengths and weaknesses of the school. The deputy headteacher is a dynamic presence around the school and gives very good support to the headteacher. They make a very effective team. The co-ordinators manage their subjects very efficiently and monitor planning and teaching in their areas very effectively. This has a very beneficial effect on pupils' learning, and standards are high. There is very good commitment from all staff towards raising standards even further.
3. The governing body fulfils its responsibilities very effectively. The governors' long-term overview of the school is very good. They understand its strengths and weaknesses, and are involved in planning for its future. Governors are enthusiastic and have undertaken training for their role. They use the very good range of specialist expertise that they possess very successfully to support all of the school's work. They have established strategies that enable them to monitor and evaluate the performance of the school against agreed objectives and to take effective action when needed. Many are involved in the day-to-day life of the school.
4. The school development plan is fully costed and is a very effective working document. It provides a clear perspective on educational priorities. The criteria for monitoring progress against established priorities are clearly defined. The procedures for monitoring and evaluating the quality of teaching, the curriculum and the attainment of pupils are very good. Planning procedures consistently respond to the needs of pupils and the demands of the curriculum. For example, plans to upgrade and secure an area for structured play for the children in the foundation stage are constantly under review.
5. The school has explicit aims and values that are reflected in its daily life and work. These include a strong commitment to the social and educational inclusion for pupils of all abilities and circumstances. It also recognises the importance of a broad curriculum, where the arts play a significant role and where pupils can reach their full potential, becoming well-rounded individuals and good citizens. The pupils certainly fulfil the headteachers vision that 'through the school's ethos and teaching, they view their learning and their world with exhilaration, wonder and delight'.

It has consistently very good quality teaching in all key stages and all subjects.

6. The quality of teaching and the corresponding quality of learning are very good. Teaching is very good in all subjects and in all year groups. Teachers enjoy teaching and inspire their pupils, who consequently enjoy learning.
7. In all the lessons observed the teaching was good or better, it was very good or better in two-thirds. The teaching of English, mathematics and science was consistently very good, and in one case excellent, resulting in pupils learning new skills rapidly and making very good progress.
8. Teachers expect pupils to behave well and work hard. They encourage pupils to take responsibility for their learning and to discipline themselves to complete the tasks set sensibly and promptly. Pupils respond to this encouragement very well and quickly learn to think for themselves. For example, in a very good science lesson in Year 5, the teacher's high expectations that the pupils would manage an experiment on seed growth for themselves gave the pupils confidence. They arranged their tests in a mature fashion and gave informed predictions of whether they believed the seeds would germinate or not. The school places great importance on giving pupils the opportunity to build up their self-confidence and self-esteem. Teachers work hard to help pupils develop their self-awareness.
9. Teachers have very good subject knowledge and communicate this very well to their pupils. For example, in a very good Year 6 literacy lesson, the teacher's very good knowledge of the form of Haiku poetry, enabled her to explain very clearly what the pupils' were expected to accomplish. This meant that they understood exactly what they were doing. This resulted in very good learning. Teachers use their knowledge very well to make good links between subjects. They encourage pupils to use the skills and knowledge they have acquired in one subject, to extend their understanding of other subjects. For example, in a reception class lesson, the teacher used the knowledge and understanding that the children had gained from their work on the properties of natural objects, such as leaves and shells, to advantage in a literacy session. The children used well the vocabulary they had learned, such as 'smooth' and 'prickly', to describe different natural objects. They then attempted to write sentences about their object, making very good attempts at the spelling of their chosen adjectives. The children made rapid progress in this lesson because the teacher based the work on experiences that she knew they had all shared. Teachers assess pupils' work accurately and regularly. They share the results of assessments with the pupils. Thus, pupils know what it is they have to do to improve their work and to move forward.
10. Staff are aware of one another's strengths and share their expertise successfully. They value each other's work and are quick to support one another when necessary. Relationships are very good. Staff are very good role models for the pupils, who learn very well from their example.
11. All teachers organise their classrooms very well and make them stimulating and colourful learning environments. This is particularly difficult in the mobile classrooms, which are cramped and in some cases falling into disrepair. Teachers manage the pupils very well. They constantly encourage them to do their best and praise their achievements. As a result, pupils work hard and learn rapidly. The school's ethos is such that pupils feel comfortable in lessons and respond very well to their teachers. They like the responsibilities that they are given and are eager to succeed. This comfortable but purposeful working atmosphere means that pupils are not afraid to ask for help when needed. Consequently, they learn at a good pace.
12. The close partnership that exists between the staff and the pupils is a major factor supporting the good standards achieved. The teachers' enthusiasm encourages pupils to learn quickly. Their expectation that pupils will behave well and achieve well encourages the pupils to try hard. As a result, they do behave well and they do achieve well. The pupils have an excellent attitude to their work. They concentrate hard and are always eager to contribute in lessons. They remark that they like school, are happy and enjoy learning. Teachers value their contributions and this spurs pupils on to greater effort.

It has a very good curriculum that is relevant to all pupils, and offers a very wide range of opportunities, which provide particularly well for pupils' personal development.

13. The national strategies for literacy and numeracy have been fully and effectively implemented. These give clear guidance to teachers and they support very well the very good teaching in English and mathematics. The strategies have had a beneficial effect on the pupils' learning and this is reflected in the constantly improving standards. The teachers encourage the pupils to use the skills that they learn in literacy and numeracy lessons in other subjects. Consequently, pupils use their speaking, reading and writing skills very effectively in all subjects. They join in class discussions and debates, using well-reasoned arguments and a good level of vocabulary. They write to a very good standard and use mathematical strategies competently to solve problems in science or geography. They share their ideas very well and listen to each other carefully. Consequently, they not only learn from one another, but contribute much to the pace and interest of lessons.
14. This school's curriculum is exceptional because of the outstanding way in which it caters for the pupils' personal development. This is exemplary. Relationships are very good between staff and pupils. The vast majority of pupils are exceptionally self-confident and aware of their own worth. They have extremely good self-discipline. These attributes form an important part of teachers planning and appear strongly in routine school events, such as assemblies and plays. Assembly themes on specific values, such as friendship, are carried through into discussions at Circle Time¹. Teachers have analysed carefully what they offer pupils, and how the curriculum affects pupils' personal development. They encourage pupils to take responsibility. For example, pupils are given a voice in the running of the school through the school council. Representatives on this council make recommendations about the site, about school routines and about their own welfare. They also raise funds, through their tuck shop, for such things as break-time play equipment. Pupils of all ages are given much responsibility; for example, Year 6 pupils help to supervise younger pupils at break-times. They know what is expected of them as they move around the site and help each other to conform to the school's rules.
15. Teachers plan meticulously to ensure that pupils are given every opportunity to develop their own sense of purpose. They have high expectations that pupils will make mature and sensitive decisions about their behaviour and their work. Pupils understand these expectations and respond accordingly because they enjoy the trust placed in them. Consequently, there is mutual respect between pupils and staff.
16. The school places great importance on pupils spiritual development. Time is given for pupils to reflect on their actions and the effects those actions have on others. Teachers plan quiet moments in assemblies and in lessons, when pupils can appreciate the wonder of the world around them. For example, pupils in Years 3 and 4, after an exciting glimpse of the travels of 'Gary the Gatwick Bear', had the chance to be quiet and think of their own world. Teachers plan stimulating activities and allow time for the pupils to take in what they have learned. They teach pupils what is right and what is not acceptable. They plan opportunities for pupils to debate and discuss moral issues and to explore and develop their own ideas and beliefs. There are many daily opportunities for pupils social development. Pupils are constantly encouraged to work together, share ideas, help one another and care for their friends and others.
17. The pupils learn about their own cultural heritage through a wide variety of activities. They study the similarities and differences between their lives and those of other cultures, through religious education, art, music, history and geography. For example, Year 6 have the opportunity to study and play Asian music under the direction of a Sikh musician in a series of music lessons. They learn about the different rhythms of eastern music. They also have opportunities to learn how to sing Asian songs and accompany themselves on a keyboard. Other pupils study the work of a Pakistani artist and emulate her style in their own work. The

¹ Circle Time: in these lessons, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to one another talking about issues that touch them all.

school has taken this a stage further and invited this artist to come into school to work with the pupils.

18. The pupils are inspired by this rich, well-rounded curriculum. The school has a totally inclusive policy, which means that everyone is valued and everyone is given the opportunity to succeed in some way. All success is shared and celebrated. The outcome of the school's provision is seen in the mature and sensible pupils who achieve high standards.

WHAT COULD BE IMPROVED

The facilities for structured outdoor play for the children in the foundation stage.

19. The school provides very well for the children in the foundation stage². It has implemented the curriculum for this stage well. Teachers plan very effectively for the areas of learning for this age group. The experience in the reception classes provides a positive introduction to school routines. Children explore and investigate their environment through practical and structured play activities. They make good gains in their knowledge and understanding. They learn quickly and to a good level. The very good teaching in the foundation stage influences children's learning very effectively and they make rapid progress. By the end of their reception year, most children exceed the goals set for the age group. Children are very well prepared for the next stage of their education when they begin the National Curriculum Programmes of Study in Year 1.
20. The school has identified the need to improve the outdoor provision for explorative and constructive play in a secure area. While the children reach the goals set for this area of learning, it is difficult for the school to guarantee that they have received all of the learning experiences that a full curriculum should provide. The provision of outdoor play facilities is hard to accomplish. The grounds are not directly accessible from the reception classrooms. This means that a member of staff has to be constantly on duty outside. This, in turn, reduces the number of activities that can be on-going at any one time. In addition, the grounds are open because pupils and adults in the rest of the school have to gain access to all parts of the site at all times. This makes it difficult to secure one area exclusively for large apparatus and outdoor play for the children under five. The school is currently reviewing a variety of options to improve this provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. To improve further the quality of education and to raise standards even higher, the headteacher, staff and governors should:
 - improve the range of opportunities offered to the children in reception by seeking ways to establish a secure outdoor area for constructive and explorative play.
(paragraphs 19, 20)

² Foundation stage is the provision for children aged from three to the end of the reception year. The Qualification and Curriculum Authority (QCA) has produced a set of Early Learning Goals for the end of the foundation stage. These goals are sets of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning; personal, social and emotional development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	63	34	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)		346
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		65

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.3

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
	2000	27	23	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	27	27
	Girls	22	22	22
	Total	47	49	49
Percentage of pupils at NC level 2 or above	School	94 (89)	98 (95)	98 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	27
	Girls	22	22	23
	Total	49	49	50
Percentage of pupils at NC level 2 or above	School	98 (91)	98 (91)	100 (95)
	National	84 (82)	88 (86)	88 (87)

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

This is the first year the school has a Year 6 group and so there are no statistics prior to this for Key Stage 2.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	338
Any other minority ethnic group	5

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	1	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)	14
Number of pupils per qualified teacher	24.7
Average class size	28.8

Total number of education support staff	16
Total aggregate hours worked per week	203

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	727,808
Total expenditure	734,784
Expenditure per pupil	2,123
Balance brought forward from previous year	70,689
Balance carried forward to next year	63,713

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	116

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	36	7	0	2
My child is making good progress in school.	57	38	4	0	1
Behaviour in the school is good.	56	39	2	0	3
My child gets the right amount of work to do at home.	44	42	12	2	0
The teaching is good.	76	22	1	0	1
I am kept well informed about how my child is getting on.	48	44	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	77	17	2	2	2
The school expects my child to work hard and achieve his or her best.	72	24	3	0	1
The school works closely with parents.	58	31	8	2	1
The school is well led and managed.	78	18	3	0	1
The school is helping my child become mature and responsible.	62	34	1	2	1
The school provides an interesting range of activities outside lessons.	46	35	9	2	8