

INSPECTION REPORT

**ALL SAINTS' CHURCH OF ENGLAND
PRIMARY SCHOOL**

Putney Common, London

LEA area: Wandsworth

Unique reference number: 101034

Headteacher: Mrs. Sandra Johnson

Reporting inspector: Mr Robert Greatrex
19924

Dates of inspection: 13th – 14th November 2000

Inspection number: 224896
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, with an Ecumenical Nursery

School category: Voluntary Aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Putney Common
Putney
London

Postcode: SW15 1HL

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Julian David

Date of previous inspection: 10th February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints' is a Church of England Voluntary Aided school with 213 boys and girls on roll, from four to eleven years of age. It also houses an ecumenical nursery, currently with 27 boys and girls attending part-time, serving All Saints' and two other local church schools. Pupils' attainment when they first join the school is well above average. A very small proportion of pupils are known to be eligible for free school meals. The school has identified 25 pupils as having special educational needs, below the national average. None of these pupils has a statement of special educational need. The school has seven pupils for whom English is an additional language, a proportion higher than most schools.

HOW GOOD THE SCHOOL IS

All Saints' is a very effective school giving very good value for money. Very high standards are achieved in English, mathematics and science whilst the school still provides a rich and varied curriculum. The quality of teaching is very good overall. The teachers' skill and enthusiasm, coupled with the pupils' very good efforts and thirst for knowledge, lead to much good learning. The school is well led and managed, and the partnership with parents is positive and productive.

What the school does well

- Standards in English, mathematics and science are very high and the school offers a rich and varied curriculum.
- Teaching is a strength of the school and teachers have excellent relationships with their pupils.
- The headteacher and key staff give the school a very clear direction. They use monitoring and evaluation particularly well as tools to move the school forward.
- The school cares for its pupils very well.
- The pupils' attitudes and behaviour are excellent, their personal development very good.
- Parents' views of the school are very positive. They work in close partnership with the school and support their children's learning very effectively.

What could be improved

- Inspectors judge the school to have no significant weaknesses. To improve further, the school should implement the priorities identified in the school development plan and the following minor improvement:
- The skilled classroom support assistants could be better used during many whole class teaching sessions.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the previous inspection in 1997. Generally, the most able pupils are now sufficiently challenged. Assessment is a more useful tool and a manageable, integral part of the planning process. The outcomes of changes are checked much more closely, and the information gathered is used better to decide what must be done next. Attainment in design and technology is good. During the intervening period, national initiatives in literacy and numeracy have been successfully introduced and high standards maintained within provision for a rich and varied curriculum. The school is well placed to maintain its present high standards.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A*	A*	A*
mathematics	A*	A*	A*	A
science	A*	A	A	A

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

Standards reached by 11 year olds in the 2000 national tests were in the top five per cent of schools nationally in English and mathematics, and well above average in science. When compared to schools from similar backgrounds, standards in English were equally exceptional and those in mathematics and science were well above average. These excellent standards have been sustained over the last several years.

Standards reached by seven year olds in the 2000 national tests were well above the national average in reading and writing and above average in mathematics. When compared to schools with pupils from similar backgrounds, standards were above average in reading and writing and average in mathematics.

Over the last four years, the rate of pupils' progress has been consistently very good between eight and eleven years of age but slower before this. Inspectors share parents' perceptions that the rate of progress is particularly strong in Year 6. Currently the rate of progress of pupils of seven and under is better, particularly in Year 2 where it is very good. Given the pupils' overall high standards when they join the school, targets are realistic and challenging. In 2000, the school reached the target set for it in English and exceeded the target in mathematics.

Current standards are judged by inspectors to be equally high. In literacy and numeracy, previous very high standards are being maintained. In science, particularly practical scientific enquiry, standards are very good. Information and communication technology (ICT) is used well to support learning in other subjects. Standards in other subjects seen during the inspection are generally very good. Music is a particular strength.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and the work they are given are excellent. This makes an important contribution to the very good rate of learning.
Behaviour, in and out of classrooms	Pupils' behaviour, both in classrooms and around the school generally, is also excellent and an important factor in how well they do.
Personal development and relationships	Pupils' personal development is very good. They welcome opportunities to take responsibility and do so maturely. They have excellent relationships with staff and one another.
Attendance	Attendance and punctuality are very good. Parents and pupils recognise the importance of regular attendance. Absence is only ever for legitimate reasons.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 quality of teaching seen during the inspection was satisfactory or better in every lesson. About three-quarters of the teaching seen was good or better, a half very good or better and one lesson in five was excellent. Teaching is a strength of the school and a very significant factor in the good progress pupils make. Variations reported by the previous inspection are fewer and teaching is generally of a more consistent standard. Parents agree that teaching is good and that teachers have high expectations of their children. They feel that teaching is particularly good in Year 6.

The teachers' excellent use of marking, and the skill with which they encourage and enable pupils to apply intellectual effort to academic work is particularly effective. Both are very beneficial to the rate of pupils' progress. The quality of marking is generally very good and exceptional in Year 6. Pupils are given a very clear picture of what they have done well and the areas they need to concentrate upon next. Consequently they are able to focus their energies better. Pupils are taught how to solve problems and investigate systematically and methodically. By the time they are in Year 6, they know that 'wrong answers often give us a way in', and that if they choose how they go about solving a problem carefully it will often help them find the answer.

Literacy and numeracy are both taught well. Teachers use initial whole class discussions well to generate interest and enthusiasm. Activities are carefully planned and generally well matched to pupils' abilities. At these times the skills of classroom support assistants are well used. The final session is used effectively and any misunderstandings corrected.

Generally the needs of all pupils are fully met. Tasks are carefully matched to the targets set in individual education plans for pupils with special educational needs. For the more able, tasks often include suitable activities to extend the learning of these pupils. Sometimes a group is given extra support to take their learning further. In Year 1, for example, a scientific

investigation was extended for the more able pupils so that they considered how their test was fair and found a way to compare results objectively. In the Reception year, however, work is sometimes identical for all pupils, so that the level of challenge is too great for some and too low for others.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum includes all subjects but goes well beyond the minimum requirement. Many stimulating and enriching opportunities are offered. Music is particularly strong.
Provision for pupils with special educational needs	Generally, provision is good. Targets in individual education plans are well-thought out to meet each pupil's needs. Tasks in lessons are good except in whole class discussions when these pupils are sometimes given too little support to participate fully.
Provision for pupils with English as an additional language	Provision is good. These pupils receive the support and guidance they need, for example if they join the school with little knowledge or understanding of English. They make good progress and generally achieve good standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Much is done to develop pupils' spiritual awareness and self-knowledge. Moral and social development are excellent. Pupils are given opportunities to show initiative and take responsibility. Cultural development is good, covering pupils' own culture and the diversity of others.
How well the school cares for its pupils	The school cares for its pupils very well. Staff know their pupils well and meet their individual needs successfully. Assessment is used effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives the school a very clear educational direction. She is very ably supported by the deputy headteacher. Together they form a very effective team. All staff share a strong sense of purpose and work collectively to form a cohesive team that uses its strengths to the benefit of all.
How well the governors fulfil their responsibilities	Governors take a full and active part in the life of the school and fulfil their responsibilities well. They are supportive yet questioning of the school.
The school's evaluation of its performance	The school monitors and evaluates its performance very closely, an improvement since the previous inspection. There is no sense of complacency as the school constantly strives to improve.
The strategic use of resources	Through careful planning the school uses resources well, another good improvement since the previous inspection. The school applies the principles of best value with increasing effectiveness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good. • Their children like school. • Teaching is good. • Staff have high expectations of their children. • The school is well led and managed. • The school helps their children to become more mature and responsible. • Their children receive the right amount of homework. • They feel comfortable about approaching the school with questions or problems. • Their children make good progress at school. 	<ul style="list-style-type: none"> • They feel that there are few activities outside of lessons and that the range is narrow.

Inspectors confirm parents' overwhelming support for the school. In all of the favourable categories above, at least nine parents in every ten are pleased with the provision. However, four parents in every ten who replied to the questionnaire feel that there need to be more activities outside of lessons. At the well-attended parents' meeting, this was not raised as an issue. At the time of the inspection, some activities were suspended temporarily. Given this, inspectors feel that the usual provision at All Saints' is similar to that found in most schools and is satisfactory, although the school could do more.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are very high and the school offers a rich and varied curriculum.

1. Work seen in lessons reflects the very high standards achieved in the national tests. The high standards described in the previous inspection report have been sustained and extended. In the work seen, there was no significant difference between standards in English and those in mathematics. The pupils make good progress during their time at All Saints'. They have very good knowledge and understanding of basic skills and apply this very well. Their knowledge across the curriculum, too, is very good. The concern raised in the previous inspection report, that more able pupils in Key Stage 1 did not always do as well as they should, has been met. Boys and girls, higher and lower attainers, and pupils from all ethnic groups, make the progress that they should. Nearly all parents who responded to the questionnaire also feel that their children make good progress.

2. Standards in English are excellent. Nursery children can generally give good explanations of what they are doing and, very often, why. In Year 2, pupils talk thoughtfully and imaginatively. They read with expression and fluency, identifying punctuation such as question and exclamation marks, and 'reading' them well. ICT is used well to support learning in English. Year 3 pupils, for example, use word processing to try out a range of words to substitute for 'said'. The technology allows them to do this quickly and effectively and is a positive aid to their learning. Year 4 pupils know what an 'imperative' verb is, and most understand how they are used. Year 5 pupils know and understand 'similes' and 'metaphors'. In Year 6, pupils understand terms such as 'context' and the function of sub-headings. They read with very good use of emphasis and tone. Throughout the school, pupils have a good knowledge and understanding of specific and specialist vocabulary in all subjects, including science and mathematics. They use this vocabulary accurately.

3. Standards in mathematics are very good. Standards in the nursery vary greatly; some children can count quickly and accurately to 23 and beyond. Others struggle with much smaller numbers. In Reception, standards are good. Many children count to 20 confidently and accurately. Nearly all children can add 'one more than' to ten, many beyond. Most Year 2 pupils understand that division is sharing and know number bonds beyond 20. In Year 6, pupils have a confident understanding of number and a very thorough and methodical approach to investigation. Mathematics is used well in other subjects, such as when Year 6 produce graphs of rainfall and temperature in tropical rain forests, or measure materials for their slipper designs.

4. Standards in science are very good. In Year 3, pupils predict, test, record and analyse at a good level. They have a good understanding of magnetism, particularly magnetic fields and attraction and repulsion. In Year 6, pupils know what seeds need to germinate, the parts of plants and what a healthy diet looks like. They conduct thorough and careful investigations, for example of air resistance. They explore how sound travels or how solutions can be separated.

5. The school offers a broad and balanced curriculum, rich in variety and stimulating tasks. Standards in ICT are good. Pupils in Year 3, for example, are competent with mouse, keyboard and the tools of the programs they use. In a Year 6 ICT lesson, pupils used the program skilfully to organise a class party, particularly to work out the cost per person. They wrote pen-portraits of themselves, used a digital camera and wrote a multimedia

presentation. Standards in music are very high. Pupils sing tunefully and joyfully with a good sense of rhythm. They play tuned and untuned instruments with skill and, when appropriate, very good creativity and imagination. In history, Year 2 pupils demonstrate good understanding of concepts such as 'society' and are able to discuss the inter-dependence of life in a castle. They know and use accurately terms such as 'turret' and 'battlement'. They have good research skills and are able to sift information for what is important, making appropriate notes to use later. In design and technology, criticised in the previous inspection report, pupils are now reaching standards above those expected nationally for pupils of their age. They clarify their ideas through careful drawing, initial modelling and thoughtful discussion. Plans are detailed and a variety of tools is used with precision. In physical education, pupils tackle and pass a football skilfully. They have good understanding of how a group of individuals play effectively together as a team. In French, pupils know a good range of nouns such as names and numbers.

6. More able pupils are generally challenged sufficiently and reach the standards that may be expected for their ability. Within the normal class work, more able pupils are usually offered tasks at the appropriate level to enable them to make good progress in their learning. Additional work is given to groups of pupils thought to be particularly able. For example, a whole class Year 1 science investigation about light passing through materials was extended for a particularly able group so that they discussed and organised a further investigation including the concept of fair testing. They discussed how to record objectively their results for the various materials so that they could make judgements about the materials relative to one another. The standard of their learning was particularly high.

7. Pupils with special educational needs are generally achieving the standards of which they are capable. Individually and in small groups, they are very well supported by class teachers, classroom support assistants and specialist teachers from the local education authority. Individual education plans include appropriate targets and teachers plan tasks well matched to these needs. Support is, however, generally better in practical activities and group work than in whole class sessions. In the latter, some teachers do not have the strategies to enable these pupils to be fully included and the standards they achieve drop. When pupils are withdrawn for intensive teaching, teachers generally prepare them well so that they can return to the class activity successfully.

Teaching is a strength of the school and teachers have excellent relationships with their pupils.

8. Teachers' subject knowledge is very good, and this helps them explain more clearly to pupils. It is also very beneficial when pupils do not understand immediately, because the teacher is able to find other ways to explain the concept or area of difficulty. Teachers also recognise when pupils need extra help and guidance, and step in very effectively. When a Year 5 pupil was unsure of a property of a rectangle, the teacher used paper to enable him to explore the property in the practical rather than the theoretical mode, with a successful outcome. In a Year 2 mathematics lesson, too, the teacher quickly recognised that some pupils were unsure of the answer conceptually, and directed them to work with practical equipment. Once again, the outcome was successful and pupils' understanding extended.

9. Literacy and numeracy are both taught very well. All elements of both are fully and effectively taught. Literacy texts are carefully chosen so that they interest the pupils and stimulate learning. Discussion is lively and teachers often look to give the subject content more life and relevance to the pupils. Pupils are taught a range of methods for solving mathematical problems. In a Year 5 lesson, for example, the teacher's explanations were excellent and the pupils' ideas were used very skilfully to enable them to see that there are generally a variety of ways of tackling problems, but that often one is better than the others.

Plenaries, too, are used successfully, such as when the teacher's good evaluation led her to recognise that some pupils were confusing 'product' with 'add', and to rectify their misunderstanding.

10. Teachers are very enthusiastic, and this helps stimulate pupils' interest and spur them on to their best efforts. The lively teaching style in Year 2, for example, communicates a real sense of excitement and discovery as pupils learn. They are very responsive and keen to learn. In a Year 3 science lesson, the teaching is equally energetic and lively and pupils respond with great interest.

11. Teachers generally have very high expectations of their pupils' interest, effort and behaviour. Pupils in Year 2, for example, are asked to reason first, and then check by doing. They are regularly asked to predict and then investigate practically. Throughout the school, teachers expect pupils to use the correct vocabulary and to give full but succinct answers and explanations. The atmosphere in classes is purposeful. Teachers' planning is very good and pupils' behaviour excellent, so no time is lost.

12. Marking is excellent and used very effectively to guide pupils' learning. It is very thoughtful, constructive, analytical and helpful to the progress of pupils. The depth and quality of marking in Year 6 matches some of the best marking by English specialists in secondary schools. Comments are detailed and comprehensive. They state what has been achieved, particularly in comparison with the lesson objectives, and what the pupil should concentrate upon next. Consequently, pupils know what they have done well and where improvements are needed. This gives them a clear and purposeful starting point to their next lesson. An important factor in the way pupils apply themselves to their work is the way they are taught to handle mistakes as opportunities to learn more.

13. Learning skills are taught very thoroughly, beneficial both to pupils present and future learning. In a Year 6 mathematics lesson, considerable emphasis is given to working through an investigation systematically. Pupils are taught to look carefully for the best methods to solve the problem and to record it so that any mathematical pattern becomes evident. Pupils are taught to look carefully for patterns and to look for ways to do tasks more efficiently. Pupils' intellectual effort is impressive. In a Year 5 literacy lesson, pupils are carefully taught how to sift information and order the key facts.

14. Tasks are very carefully planned so that opportunities for pupils to learn are maximised. In the nursery, for example, meticulous planning ensures all pupils find the tasks they are given sufficiently challenging and stimulating. In Year 6, slippers produced by last year's pupils are used as examples of successful and unsuccessful designs. Present pupils find this fascinating and are keen to learn from their predecessors' successes and mistakes. Throughout the school, lesson objectives are very clearly defined and teaching is consequently more purposeful. Particularly in the older classes, these objectives are explained to the pupils. Given the pupils' excellent attitudes to learning, this is very beneficial.

15. Additional and specialist teaching is skilled and used effectively to extend the curriculum offered to pupils. In music, tasks are carefully chosen and very skilfully taught so that pupils' learning is extended and high standards achieved. During each lesson, pupils are given a very clear understanding of what they have done well and how they can improve. In French, demonstration is lively and confident. Carefully planned tasks are enjoyable so that pupils are very keen to participate. High standards of pronunciation are expected.

16. Teachers know their pupils well and relationships are excellent; friendly, firm and clearly based upon mutual respect. Teachers' high expectations of pupils' effort, understanding and use of language helps promote very good learning. Pupils are given just

the right amount of support to enable them to succeed so that the teacher sits alongside a particularly nervous pupil during Year 2 'show and tell', but sits with the class and asks questions of more confident pupils. Good behaviour and pupils' best work are both expected by staff. Pupils respond positively, with mature behaviour and careful thought.

17. Pupils have equally good relationships with other staff and respond as positively to them. They work very willingly with classroom support assistants. Pupils with special educational needs apply themselves diligently when working with local education authority teachers, even though these are generally in areas at which these pupils struggle.

The headteacher and key staff give the school a very clear direction. They use monitoring and evaluation particularly well as tools to move the school forward.

18. Although some criticisms were made of management in the previous inspection report, credit was given for the changes made by the newly-appointed headteacher. Since then, the headteacher has maintained these good developments and built upon them effectively, particularly in the areas of development planning and financial management. Nearly every parent who responded to the questionnaire agrees that the school is well led and managed.

19. School self-review is of very good quality. The school has achieved and maintained high standards. Even so, what is achieved is monitored and evaluated so that the school has a very clear understanding of what it does particularly well and where relative weaknesses remain. Once these are identified, the school moves quickly to put in place the necessary changes to raise standards further and sustain high levels of achievement. Planning for school improvement, a weakness at the time of the previous inspection, is now very good. Governors are fully involved.

20. The deputy headteacher, described as 'effective' in the previous inspection report, continues to be a very important element of the successful senior management. She successfully undertakes a relatively large number of roles in the school.

21. Staff function very effectively as a team, each person's strengths being used to support, advise and guide other staff. Subject co-ordinators produce well-thought out action plans that carefully build upon the strengths of the subject and look to develop them further.

22. Induction of new staff is excellent. A relatively large number of new staff have joined this term. All speak very highly of the way they were introduced to the school and its policies and procedures in advance of their arrival, and supported and monitored once in post. All agreed that procedures and practices at All Saints' are easy to understand and appropriate for their purpose.

The school cares for its pupils very well.

23. All staff are excellent role models. They treat pupils with the respect and courtesy they expect to receive in return. In their relationships with one another they demonstrate how adults should work together. The school is a very orderly community which provides a very good environment for learning. All parents who replied to the questionnaire agree that the school helps their children to become mature and responsible.

24. Staff know their pupils very well. Additional support is very carefully targeted to meet the full range of pupils' needs. In a Year 6 design and technology lesson, for example, support is focused effectively on less confident pupils and those with less developed skills. In other lessons, support is often also well used to meet the specific needs of pupils who will struggle to meet that lesson's learning objectives.

25. Arrangements for child protection, reported as very good in the previous inspection, have been maintained. All staff receive the necessary training. Other arrangements and procedures for health and safety are good and governors often take a leading role.

26. Assessment is used effectively. What has been achieved, and what remains to do, are both carefully assessed after each lesson, and this information used to plan the next steps in each pupil's learning. In this way, lessons are productive and no time is wasted repeating previous learning, nor lost because the jump in learning is too great. Progress is also carefully tracked over time, to ensure all pupils remain on course to achieve all that is expected of them.

27. The school offers a very positive ethos and atmosphere of mutual respect and endeavour. Assemblies are used effectively to create and celebrate the sense of community within the school. Literacy lessons often use materials drawn from a wide range of cultures and an Urdu number square was used very successfully in the introduction to a numeracy lesson.

The pupils' attitudes and behaviour are excellent, their personal development very good.

28. Pupils clearly like school. In no lesson seen were pupils' attitudes and behaviour anything but good, very good or outstanding. This is a very significant factor in the good progress they make. Pupils' attitudes, values, behaviour and personal development are strengths of the school. These very high standards have been maintained since the time of the previous inspection. All parents who replied to the questionnaire agree that their children like school and behave well.

29. Pupils work well together and achieve much. They are co-operative and friendly towards one another. In a Year 2 history lesson, pupils' skills of negotiation and co-operation with one another showed excellent maturity, impressive in pupils of this age. In a Year 3 science lesson, pupils worked in groups to predict, test and record. The levels of mature discussion and negotiation were equally outstanding. In Year 5, pupils worked in pairs to list the properties of rectangles. They listened carefully to each other's ideas, questioned one another when they did not understand, and incorporated the other's ideas in their work. More able pupils very readily help those who struggle, for example to use a 'decision tree' and frame precise questions for the program.

30. Pupils' relationships with one another are equally positive at play and lunch times. Older pupils readily look after and offer to help younger ones, and all are very aware of each other's needs.

Parents' views of the school are very positive. They work in close partnership with the school and support their children's learning very effectively.

31. Parental support is a very significant factor in the very good progress their children make, both in school and in work done outside of school.

32. Parents give much practical support. During the school day, they help in the library and some classrooms. They take a tremendous interest in their children's work, doing much to support learning at home and ensuring that reading practice and other homework is fully completed. They frequently send interesting and useful materials, objects and books to school to support specific work their children are undertaking.

33. Parents are active in raising large amounts of money to support the school's continued development, particularly the building improvements. Their efforts are much appreciated by staff and governors.

34. Parents and school have a positive and productive relationship. More than nine parents in every ten feel that the school listens to their concerns and considers their views. They state that communication between home and school is much improved since the arrival of the present headteacher. They feel that their children have a good start to school life at All Saints'.

WHAT COULD BE IMPROVED

The skilled classroom support assistants could be better used during many whole class teaching sessions.

35. Classroom support assistants are very skilled and make a real difference to pupils' learning. During group work and practical activities, they are fully prepared by the teachers and used very purposefully. Their judgement of when to intervene and when to let the pupil think through a problem is particularly good. However, they are rarely used as effectively during those sessions and parts of lessons when the teacher is talking to the whole class. At these times they may be asked to model the response the teacher is looking for, so that younger and less able pupils have a visual guide to follow. Occasionally they are directly involved in the discussion. Sometimes they are asked to make notes, for example about pupils' responses, behaviour and concentration for the teacher to use later. More often, however, these skilled members of staff are left to play no role in these parts of lessons. This is an ineffective use of their time and skill.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. In order to build upon the very good quality of education provided by All Saints', the headteacher, staff and governors should:

- (1) Seek ways to use classroom support assistants more effectively and efficiently when teachers are working directly with the whole class.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
18	30	30	22	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)	13.5	213
Number of full-time pupils eligible for free school meals	N/A	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	19	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	19	19	16
	Total	31	31	28
Percentage of pupils at NC level 2 or above	School	100 (96)	100 (100)	90 (100)
	National	87 (82)	90 (83)	91 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	19	16	19
	Total	31	28	31
Percentage of pupils at NC level 2 or above	School	100 (96)	90 (96)	100 (96)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	17	17	17
	Total	27	27	27
Percentage of pupils at NC level 4 or above	School	96 (96)	96 (100)	96 (100)
	National	75 (70)	71 (69)	84 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	10
	Girls	17	17	17
	Total	27	27	27
Percentage of pupils at NC level 4 or above	School	96 (100)	96 (100)	96 (100)
	National	70 (68)	72 (69)	79 (75)

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	4
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	1
White	172
Any other minority ethnic group	2

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)	8.6
Number of pupils per qualified teacher	21.3
Average class size	26.1

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	146

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	14

Total number of education support staff	1
Total aggregate hours worked per week	37

Number of pupils per FTE adult	7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	527 497
Total expenditure	565 743
Expenditure per pupil	2 886
Balance brought forward from previous year	38 246
Balance carried forward to next year	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	140
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	0	1	0
My child is making good progress in school.	45	49	5	1	0
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	49	45	5	1	0
The teaching is good.	63	36	0	0	1
I am kept well informed about how my child is getting on.	39	51	1	9	0
I would feel comfortable about approaching the school with questions or a problem.	71	21	0	7	1
The school expects my child to work hard and achieve his or her best.	60	39	0	1	0
The school works closely with parents.	39	51	0	9	1
The school is well led and managed.	61	35	0	3	1
The school is helping my child become mature and responsible.	60	35	4	1	0
The school provides an interesting range of activities outside lessons.	9	41	4	33	13