

INSPECTION REPORT



Reporting inspector : Hilary Green

Dates of inspection : 13th October - 16th October 1997

Under OFSTED contract number: 508561

Inspection carried out under Section 10 of the School Inspection Act 1996

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Information about the school

Type of school : Infant (with Nursery unit)

Type of control : Voluntary Aided

Age range of pupils : 3 - 7

Gender of pupils : Mixed

School address : The Priors,
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Bedworth,
Warwickshire,
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Telephone number : 01203 313387

Appropriate authority : The Governing Body

Name of chair of governors : Mr. David Martin

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	History	Teaching
	Geography	Leadership and management
	Music	The efficiency of the school
	Physical education	
Geraldine Osment - Lay Inspector		Attitudes, behaviour and personal development

		Attendance
		Spiritual, moral, social and cultural development
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Rod Sharman - Team Inspector	Mathematics	Equal opportunities
	English	Attainment and progress
	Design and technology	The curriculum and assessment
	Information technology	Areas of learning for
	Art	children under five

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Main Findings	

1. All Saints Infant school is a happy, caring community which successfully promotes the personal development of its pupils whilst drawing on its strong Christian heritage.

2. Together the governors, Headteacher and Deputy Headteacher provide sound leadership and clear educational direction for the school. They are very well supported by a hard working and supportive staff. The positive relationships that exist within the school are a particular strength.

3. All pupils have access to the National Curriculum and those pupils with special educational needs receive appropriate support.

4. Provision for those children under the age of five is a strength of the school. They attain standards that are in line with their ages in personal and social development, in their knowledge and understanding of the world, and in their creative and physical development. However their attainment in literacy and numeracy is below that expected for their age. They make steady progress in all areas and their achievements provide a firm foundation for future work on the national curriculum.

5. At the end of Key Stage 1 higher attaining pupils reach national standards in English and mathematics whilst some fail to reach these standards. Pupils' attainment in science is broadly in line with national expectations as is that in all other subjects with the exception of design and technology where standards are below those expected for their age. Although the attainment of most pupils on entry to the school is below the national standards in literacy and numeracy they nevertheless make consistently steady progress during their time in school.

6. In English by the end of Key Stage 1 pupils attain satisfactory standards in speaking and listening but attainment in reading and writing is below that expected for their age. Pupils listen attentively and are able to recall information with enthusiasm, sharing it with others. Most pupils are keen to read and some are able to remember words from memory. Many pupils lack confidence and have not yet developed the strategies to deal with unfamiliar words. Reading records kept by the teachers focus too much on what the pupils have read and their enjoyment in reading rather than their development as a reader. Standards in writing appear to have improved since the 1996 statutory tests and many pupils are able to construct simple sentences but few have developed punctuation skills.

7. Although pupils make steady progress through the school, standards in number as well as in other areas of mathematics are below national expectations. The results of the 1996 statutory tests show that by the age of seven two thirds of the pupils reached the expected levels but this was well below the national average. The 1997 results show a significant rise in standards by the end of Key Stage 1. Pupils can add and subtract and some show understanding of tens and units. Some are able to count mentally but the majority use counting blocks or fingers.

8. Pupils' attainment in science by the end of Key Stage 1 is broadly in line with that expected for their age and progress is sound throughout the school. Younger pupils know the difference between light and dark whilst older pupils know that some materials have different properties and some come from natural sources.

9. Pupils make steady progress in all subjects except design and technology where progress is unsatisfactory. In music progress is always satisfactory and the older pupils make good progress. The significant number of pupils with special educational needs make satisfactory progress against the

targets in their individual educational plans. However some of these are sometimes insufficiently specific to enable pupils to make the maximum progress and targets are not always sufficiently matched to their individual needs.

10. Pupils' attitudes to their work and their generally good behaviour are strengths and contribute to the orderly harmonious community.

11. Pupils form positive relationships with adults and each other and they show initiative and are able to accept responsibility. Their attendance and punctuality are good.

12. The quality of teaching is a particular strength. It was satisfactory or better in 96% of lessons observed and of these 64% were good and 14% very good or excellent. It is at least satisfactory in all subjects and is consistently good in mathematics, science and art. The teaching of music is particularly good and sometimes excellent. Teaching in the Nursery is always good and the teaching of music and art is very good. In Reception it is at least satisfactory and frequently good.

13. The school provides a curriculum which is broad and generally balanced. However whilst the time given to all subjects is appropriate, in English and mathematics time is not provided everyday for pupils to develop their skills in literacy and numeracy. Similarly skills in design and technology are not systematically taught.

14. The recent introduction of written guidance gives teachers an overview of what is to be taught in the school and the school has recently introduced schemes of work for some subjects and is developing these for others. Where detailed schemes of work are in place, as for mathematics, the teaching is progressively more demanding of the pupils as they get older. and there are indications that standards are rising as a result. Where guidance is not so clear the focus of the planning is on covering the curriculum rather than setting targets by which improvements can be measured. New developments have been introduced by teachers' in their medium and short term planning which is now thorough and detailed but these have not yet had time to impact on the raising of standards. The school has a well organised baseline assessment for the younger pupils and teachers do use assessment to plan future work. However throughout the school not enough attention is paid to setting targets for pupils to aim for and there are some inconsistencies across subjects. The best practice ensures that opportunities for assessment are part of the planning. Portfolios of work have yet to be completed in English, mathematics and science. There are plans to develop these during the current year which will better inform teachers as to their pupils levels of attainment and how these may be improved. There is a need to develop more effective arrangements for the assessment of pupils progress in all subjects.

15. The provision for the pupils spiritual, moral and cultural development is good. Pupils are honest, understand the principles of right and wrong and show consideration for others. Across the school the behaviour is good with most pupils being courteous and friendly towards each other. Assemblies reinforce the schools spiritual values and enable pupils to reflect on aspects of their own and others experiences. Opportunities for pupils cultural development are good and are successfully developed through art, dance, and visits into the community, for example to a Sikh temple and especially through the teaching of music.

16. The schools' close and positive relationship with parents is a strength. They are kept well informed on the their child's progress and the life of the school and are welcomed and encouraged into school at every opportunity, for example to help in the classrooms or to accompany visits out. The school has a high profile in the local community and close links with the local church. There are frequent visitors to the school which include the local clergy, theatre groups and artists, all of which

enhance the learning of the pupils.

17. There is good support for pupils welfare and guidance which has been established through the Headteacher's strong pastoral leadership. Good liaison with other professionals means that pupils are well supported for example by the educational psychologist, school nurse, speech therapist and the special educational support service. There are appropriate procedures in place that deal with such matters as child protection. There are few incidents of bullying or racial abuse and the school has suitable procedures in place to give support where necessary.

18. The school is very well supported by the Nicholas Chamberlaine Trust who contribute towards accommodation and building projects.

19. The schools' finances are efficiently managed by the Headteacher and there are appropriate systems in place to monitor income and expenditure and the governors are kept well informed. However the school development plan is insufficiently costed and the role of the governors in monitoring the cost effectiveness of spending is underdeveloped. The governors are becoming increasingly informed especially in relation to the curriculum and are fulfilling most of their statutory responsibilities. However the school prospectus fails to inform parents of their right to withdraw their child from the daily act of collective worship and the governors annual report to parents does not contain information on the success or resourcing of the special educational needs policy.

20. Together the Headteacher and Deputy Headteacher provide clear, effective leadership which enables the school to meet its aims.

21. The school makes good use of its staffing, accommodation and learning resources and is providing sound value for money.

Key issues for action

22. In order to improve the quality of the education provided the governors, Headteacher and staff, as appropriate, need to:-

1. Ensure that all pupils make good progress in order to reach satisfactory standards in literacy and numeracy by:-
 - providing time each day for the teaching of literacy and numeracy;
 - ensuring that the records kept each day by the teachers of pupils' reading concentrate more on how pupils' are reading rather than what they have read
 - providing portfolios of pupils work in English and mathematics.

2. Implement the planned development in the design and technology curriculum.
3. Complete detailed schemes of work for all subjects.
4. Establish effective arrangements for the assessment of pupils progress in all subjects.
5. Ensure that targets in the individual educational plans are directly related to the needs of the pupil and contain sufficient detail to enable pupils' progress to be measured more effectively.

Introduction

Characteristics of the school

23. All Saints Church of England Infant school and Nursery unit is situated in the town of Bedworth in Warwickshire. It is a mixed, county school with approximately 100 pupils on roll and has a Nursery unit with provision for the equivalent of 30 full time places. The school is aided by the Church of England under the oversight of the Nicholas Chamberlaine School Foundation. The present buildings were opened in 1976 on the original site of the old school. The school population reflects the socio-economic mix of the local community with approximately twenty five per cent of pupils eligible for free school meals and presently 40 pupils are on the special educational needs register. Pupils are predominantly white with ten per cent from ethnic minority backgrounds. It has experienced a recent reduction in its roll, losing pupils in year 3. The school has positive relationships with external agencies and encourages parents to play an active role in the life of the school. The school's aim is to provide an environment where every person is valued and respected and is able to develop, through enjoyment to their maximum potential. The school is committed to developing the 'whole' child. It seeks to maintain its effectiveness through regular monitoring of its performance.

Key indicators

Attainment at Key Stage 1*

Number of registered pupils in final year of

Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1996	18	14	32

National Curriculum Test Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	14	14
	Girls	10	12	7
	Total	20	26	21
Percentage at NC Level 2 or above	School	63	81	66
	National	78	79	82

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	11	15	14
	Girls	11	11	11
	Total	22	26	25
Percentage at NC Level 2 or above	School	69	81	78
	National	79	82	84

Attendance

Percentage of half days (sessions)
missed through absence for the
latest complete reporting year :

		%
Authorised Absence	School	4.7
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school
age) during the previous year :

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	14
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

24. The levels of attainment of children when they start in the Reception class are generally below average for their age despite the good provision made in the Nursery. Although pupils make sound progress in Reception it is not enough, however to enable the majority of pupils, when they reach the age of five to reach the standards expected for all pupils in literacy and mathematics. By the age of five they have an improving knowledge and understanding of the world and their physical and creative development is sound.

25. At the end of Key Stage 1, pupils have not reached the levels of attainment expected nationally for all pupils in English. Despite making sound progress, pupils have not made enough progress to reach the national standards. Levels of literacy are not yet satisfactory. The picture is similar in mathematics where some pupils do not reach the expected national standards. In both subjects, the higher attaining pupils make sound progress and reach national standards, but few reach above average standards. In science, pupils reach the levels of attainment expected nationally.

26. These levels of attainment are reflected in the National Curriculum test results. In 1996, the number of seven-year olds that reached national standards in English was below the national average and in writing the number was broadly average. The number of pupils reaching high standards was below the national average. In mathematics, the results show that by the age of seven, two thirds of the pupils reached the levels expected but this figure was well below the national average. The results for 1997 are more promising and have risen significantly.

27. Pupils make steady progress in science and standards at the end of Key Stage 1 are in line with those expected of pupils of this age nationally.

28. Design and technology is not well planned. Pupils do not have enough opportunities to make systematic progress in developing skills and knowledge and standards are unsatisfactory.

29. Pupils make sound progress in Key Stage 1 in the other subjects of the National Curriculum and they attain the levels expected nationally. The analysis made by the local education authority of the results of the assessments when the pupils started in the Reception class reflects this progress. Pupils with special educational needs make sound progress in line with their individual abilities.

Attitudes, behaviour and personal development

30. Children who are under five in Reception and in the Nursery, are encouraged to express themselves and are given good opportunities to practice their skills of speaking and listening. These children are well aware of the difference between right and wrong and their behaviour is good. They are beginning to take some responsibility for their own learning and for their classroom.

31. The majority of the pupils show good attitudes to their learning and come to school keen to learn. They enjoy their schoolwork and demonstrate an ability to concentrate on set tasks and persevere when work is challenging. However a few pupils are easily distracted when activities lack pace, a clear objective or are not well matched to the needs of all. Hard work and good behaviour are rewarded

through the Golden Book, which is shared in a weekly assembly.

32. A very small minority of pupils are unable to control their behaviour. The present code of rewards and sanctions is not appropriate for these pupils. There is a need to develop successful strategies and provide support and training for staff in the handling of pupils with more challenging behaviour.

33. The school is an orderly community and relationships are good at all levels. Pupils are friendly and welcoming to visitors and they respect the property of others and their own. Pupils listen well to each other and their teachers. When given responsibilities the pupils respond very well, they enjoy carrying out tasks around the school. For example setting out and packing away playtime equipment, clearing up in classrooms and looking after the library. Boys and girls of all ages and abilities play and work well together both collaboratively and independently, in a range of settings and opportunities. The incidence of bullying is low. The school does not allow children to play or act roughly towards each other and suitable structures are in place to support pupils should they be necessary.

34. To further extend pupils' personal development the school has links with the local community. These include All Saints church and the area around the school to enrich the history, geography, science and physical education curriculums. Students from local schools and colleges work in the school through placement schemes and the school supports a children's hospice.

Attendance

35. Attendance is good, exceeding 95%. Pupils arrive at school on time and are ready to start lessons punctually. Records of attendance comply with legal requirements. Class teachers, the Headteacher and the secretary monitor registers. The education social worker also checks the registers and supports the school if there are regular instances of unexplained lateness or absenteeism. The school ensures that parents are kept informed of their responsibilities through the prospectus and newsletters. Parents are supportive of the school in this area.

Quality of education provided

Teaching

36. The quality of teaching is a strength of the school. It is often good and sometimes very good or excellent. Teaching was satisfactory or better in 96 % of lessons observed. The teaching of those pupils who are under five is consistently good and sometimes very good in the Nursery and in the Reception class it is always satisfactory and sometimes good. Teaching is at least satisfactory and on occasions good in all subjects and in mathematics, art and science it is consistently good. The teaching of music is always good and sometimes very good or excellent when delivered by a specialist teacher.

37. Overall teachers demonstrate good subject knowledge. Lessons are well planned and have sufficient pace to maintain pupils interests and tasks are appropriately matched to age and ability of the pupils. Good relationships between teachers and pupils' enhance the quality of learning, as does the effective teamwork and collaboration planning from staff. Questioning and the teachers' use of language are very effective in encouraging pupils to make progress. Teachers generally have appropriate expectations and in the best lessons these are high. Appropriate methods are used so that teaching mostly meets the needs of pupils and resources are used effectively to support their learning. Support assistants and other adults are usually effectively deployed and managed by class teachers.

38. In the very small minority of lessons where teaching is unsatisfactory, it is due mainly to lack of teachers' subject expertise. Throughout the school and across subjects insufficient use made of the assessment of pupils' progress to help inform future teaching. Where this is successful, as in mathematics, clearly identified strategies for assessing pupils' progress result in challenging work being planned to enable pupils to improve their attainment.

39. Across the school teachers' daily planning is detailed and thorough. Long term planning is currently less effective but the school is aware of the need to plan with greater focus on detailed targets which can be more accurately assessed.

40. Teachers' marking of pupils work is satisfactory and teachers give verbal feedback to pupils whilst they are working which is effective in helping them to make progress. Written comments although encouraging are less effective in informing pupils' on how to improve their work.

41. Teaching strategies are generally appropriate with whole class, groups and individual teaching used well. Teachers explanations given in most lessons are good. Generally the activities and tasks are well planned to match the full range of pupils' learning needs although on some occasions these activities could be more effective in meeting the needs of lower and higher attaining pupils.

42. Although homework is not set regularly pupils are encouraged to take reading books home. Pupils with special educational needs are well supported by a support teacher but on some occasions class teachers and support assistants are less secure in identifying, managing and using appropriate activities which would allow targets on the individual educational plans to be achieved.

The curriculum and assessment

43. The curriculum is broad and meets the requirements of the National Curriculum. Whilst the balance of time given to each subject is appropriate, a weakness is that literacy and numeracy are not taught regularly everyday. The time available at the school's discretion is mainly directed to the teaching of English and mathematics. Due attention is paid to sex education in line with the governing body's policy and in science pupils are taught about the dangers of drugs and other dangerous substances.

44. The curriculum in the Nursery is good and is firmly based on the areas of learning that have been agreed nationally. Each day pupils are offered a broad curriculum with good opportunities for choice. A weaker area is the planning for the provision of outdoor play. This has already been recognised and plans are in hand to make the necessary improvements. Planning for the children in the Reception class is based on the National Curriculum rather than on the agreed areas for children under five. Although teachers plan with the Nursery, this does not provide the children with good opportunities to build on what they already know and are used to.

45. A feature of the school is the major review of curriculum policies and the development of schemes of work that has taken place, led by the recently appointed deputy head teacher in her role as the curriculum co-ordinator. With the exception of design and technology, policies have been revised and schemes of work put into place or drafted. The schemes of work give the teachers clear guidance as to what is to be taught and when, thus avoiding unnecessary repetition and providing continuity. The schemes are less helpful in guiding the teachers on the standards the pupils should be reaching and the

setting of targets for both teachers and pupils to aim for. The impact of these developments can be seen in the teachers' medium-and short-term planning, which is thorough and detailed. However, the new schemes have not had enough time to make an impact on the raising of standards.

46. The school has well organised baseline testing for pupils of Reception age and makes sound use of national tests. Systematic arrangements are in place for the assessing and recording of pupils' attainment in English and mathematics. In reading, the records focus too much on what the pupils have read and their enjoyment in reading rather than how the pupil is developing as a reader. Teachers are not always well placed to help pupils improve. Although teachers use the assessments they make to plan their work, not enough attention is paid to setting targets for pupils to aim for. In the other subjects teachers ensure that opportunities for assessments are part of their planning and keep informal notes. A weakness is that portfolios of work to help teachers make judgments as to their pupils' levels of attainment have not yet been completed in English, mathematics and science. Plans are in hand to have these completed during the current year.

47. There are no extra-curricular activities.

48. All pupils have equal access to the curriculum and are generally well supported to make appropriate progress. The school has effective systems to identify and provide for pupils with special educational needs. These pupils receive good support from the SEN support teacher, but their needs are not so effectively met in class where sometimes a lack of teacher expertise in identifying and providing appropriate activities hinders their progress. Individual education plans are prepared in accordance with the Code of Practice but individual targets are often insufficiently detailed or appropriate to ensure maximum progress in meeting the needs of these pupils.

Pupils' spiritual, moral, social and cultural development

49. The provision for the pupils' spiritual, moral, social and cultural development is good and a strength of the school. The personal development of the pupils has a high priority and this is achieved within a happy, caring community that reflects Christian values. Through daily acts of collective worship, religious education, art, music and aspects of English, pupils are given opportunities to reflect and articulate their feelings. The curriculum has an appropriate focus on religious education and work in other subjects contribute to pupils' spiritual and moral development.

50. Good relationships exist between pupils and adults and contribute well to the positive ethos and good standards of behaviour that pupils display. Pupils have a good sense of right and wrong and respond well to opportunities to show initiative, and to share and work in small groups. They treat their own property and that of others with care and they respect the environment and their school.

51. The school's provision for pupils' cultural and multicultural development is also good. Through a variety of visits and visitors and support work for charities pupils are given a range of opportunities to develop an understanding of their own and other cultures.

Support , guidance and pupils' welfare

52. The provision for the support, welfare and guidance of the pupils is good and this has been established through the Headteacher's positive pastoral leadership. The strong caring ethos of the

school ensures pupils and also parents feel confident that there are sympathetic adults to whom they can go with any problem. There are good relationships at all levels and pupils are well known to all staff. Consequently the school is able to monitor pupils' personal development carefully and support them effectively. Class teachers keep good records of pupils' progress in mathematics but less detailed records in other subject areas. The school has good links with other professional agencies, for example, the school nurse, speech therapist, special educational needs support service and the educational psychologist.

53. There are very few incidences of bullying or racial abuse and the school has suitable procedures in place to give support where it is needed. Parents value the support, care and good relationships in the school. When pupils are given responsibilities they respond well. All staff are involved in the monitoring of pupils' attendance and behaviour. Within the school there are a few pupils with behavioural and emotional problems and the present behaviour policy does not contain adequate strategies for dealing with them. Support and training is needed to provide all staff with the expertise required to meet the needs of, and successfully manage, these children.

54. Early years teachers have thoughtfully planned an induction programme that ensures the youngest children settle quickly and happily into school. It also enables the school to establish close links with the pupils' families. Personal and social development of the under fives is sensitively and effectively integrated into the Nursery curriculum. Transfer arrangements with the receiving junior schools are planned to ensure as smooth a transition as possible.

55. The Headteacher is the named person for child protection issues. There are clear arrangements for first aid and other medical support, which are well known by the pupils and staff. Parents are not yet fully involved in the assessment and review of special educational needs provision for their children. Appropriate measures are in place to monitor health and safety issues through an appropriate range of policies.

Partnership with parents and community

56. A strength of the school is its close relationship with parents. This is established through a thoughtful and caring induction process, which ensures that the youngest pupils settle happily into school and parents feel welcome and supported.

57. The information presented to parents is good. The prospectus and regular newsletters keep parents informed about school life. Parents receive information on their children's progress through termly parent/teacher consultations, the school's 'open door' policy and an annual report. Annual reports to parents state what pupils have covered and highlight some strengths within curriculum areas however they do not set any targets for future development. Some reading homework is set in all classes, but parents feel that it would be useful if more structured homework was introduced for the Year 2 pupils, as a preparation for Junior School.

58. Parents are invited to help in school and many do in a variety of ways. Class teachers plan activities for them to work with pupils in the classrooms. The school does not have a formal Parent Teacher Association but parents initiate fund-raising ideas and with the backing of the school have organised discos, and summer and Christmas fayres. These funds have been used to purchase extras for the school including a computer. Profits from the Nursery video club and the school book clubs have been used to buy outdoor play and PE equipment.

59. The school has a high profile in the local community. There are very close links with the local church in which family services are held. The town is well used to support the curriculum, the park and a Sikh temple are visited. Through a variety of connections many visitors are invited into school including local clergy, a touring theatre company, artists, speakers on Chinese cooking and writing and from national charities, the Warwickshire ensemble and a group of Indian dancers. These contacts and experiences are valuable to the pupils' personal development

The management and efficiency of the school

Leadership and management

60. The leadership provided by the governors, Headteacher and Deputy Headteacher is sound. The governing body is very supportive and actively involved in the life of the school. Governors make frequent informal visits to the school and are developing an increased awareness of the curriculum. All governors are attached to a curriculum area and attend curriculum development meetings with staff. As yet their involvement in the monitoring of teaching and learning is underdeveloped. The governing body is meeting most of the statutory requirements.

61. The school is soundly managed. The Headteacher and Deputy Headteacher have fostered effective team working and have established a shared vision of what needs to be achieved. There is a sense of purpose and commitment amongst the whole staff to fulfilling the schools' aims. The Headteacher has both formal and informal procedures for the monitoring of teaching and she is well informed on the quality of teaching and learning that is taking place through frequent visits to the classes. The recently appointed Deputy Headteacher is the curriculum co-ordinator and has very accurately identified areas for development which include the production of detailed schemes of work for all subjects to include appropriate assessment procedures. She effectively monitors teachers planning but as yet has not had sufficient time to visit other classrooms on a regular basis.

62. Teachers' planning for what is to be taught has both strengths and weaknesses. All staff have been involved in the writing and reviewing of policies and in writing teaching plans. Good teaching is therefore being planned, although the results of the teaching is not systematically being assessed. Assessment should be used to inform planning and future teaching.

63. The school development plan is a useful document identifying areas of development. Although future developments are prioritised development plans lack clarity concerning financial implications and success criteria and it is insufficiently focused on the raising of pupils' attainment.

64. This has been recognised by the governors and the senior management of the school and procedures are being introduced to provide a sharper focus to raising standards of attainment and to measure the effectiveness of development planning.

65. The school has a supportive and caring ethos and provides an environment in which pupils feel secure and valued. This is one of the key aims and is appreciated by parents who value the work of the school staff. Further work is necessary on using assessment to inform planning and to meet the individual needs of the significant number of pupils with special educational needs.

Staffing, accommodation and learning resources

66. The accommodation for the children in the Nursery is good. There is an outside play area and sufficient large play equipment. Additional resources and books are good and suitably qualified teaching and other staff support the children well.

67. Collectively the level of staffing is appropriate to meet the demands of the National Curriculum. Teachers are experienced and suitably qualified and non-teaching assistants give good classroom support when they have been well briefed. All staff are very hard-working and conscientiously seek to do the best for the children.

68. There are satisfactory systems for the induction and support of new staff. Appraisal procedures are in place and about to begin a second cycle. Arrangements for the professional development of staff although adequate are not yet sufficiently targeted to the priorities of the school development plan.

69. Classrooms are of a good size with well used adjoining 'wet areas'. The entrance hall is welcoming to parents and visitors and the school has tidy grounds, which are well maintained. The hard play area is sufficient for the numbers and sizes of children using it. Use of the well-stocked library helps to develop research skills and independence in choosing books. Attractive displays around the school and in the classrooms celebrate the work of the pupils. A 'quiet room' has been set aside in the school for those needing some time to themselves whether they be children, staff or parents. The school is cleaned, maintained to a high standard and in good decorative order.

70. Overall, the school has sufficient resources of varying quality to support all areas of the curriculum. They are well deployed and easily accessed by staff and pupils

The efficiency of the school

71. There are good procedures for financial administration and the monitoring of income and expenditure are good and the Headteacher is a prudent manager of available funds. School accounts are accurately reconciled monthly and governors receive all relevant information prior to their meetings. The school benefits from the support of the local authorities' finance officer in the setting and monitoring of the budget. However, as yet the governors do not monitor the cost effectiveness of spending.

72. The use of funding for the significant number of pupils with special educational needs is appropriately targeted but would have greater impact on raising their overall level of attainment if both teaching and non teaching staff received appropriate training in the management of special educational needs.

73. Administration procedures in the school run very smoothly due to the hard work and the efficiency of the administrative assistant. These procedures provide clear support for central purposes and the aims of the school, allowing the Headteacher and the teaching staff to concentrate their efforts on working with pupils.

74. The school's staff are satisfactorily deployed and good use is made of the school's accommodation and learning resources.

75. The school development plan is at present insufficiently costed but the school has introduced new systems which will more effectively link teachers planning and financial expenditure and provide

the basis for a more effective school development plan.

76. Taking account of the relatively low attainment on entry and the good teaching and sound progress made by the pupils, despite some not yet reaching satisfactory standards in literacy and numeracy, the school is providing sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

77. Children spend three terms in the Nursery. They are admitted to the Reception class in the September of the school year in which they reach their fifth birthday. Some of the older children are in a mixed Reception/Year 1 class. The Nursery takes pupils from a wide area and at least half transfer to other schools nearer to where they live for the next stage of their education. The children have settled in well, are happy and behave well. The baseline assessment for the local education authority taken on entry to the Reception classes shows that pupils are well on the way to reaching the standards expected of pupils when they are five, with the notable exceptions of aspects of language, literacy and mathematics.

78. In the Nursery, children are developing language and literacy skills. They enjoy and join in familiar stories, songs and rhymes. Some are beginning to write their name. They enjoy looking at books and listening to story tapes. They are confident when playing in the newspaper shop and home areas that have been skillfully prepared. The provision made in the Nursery for outdoor play is not of the same quality. Plans are in hand to make improvements. Children in the Reception class have satisfactory opportunities for outdoor play. After making a boat out of large constructional equipment they use their imagination to tell stories. The children in the Reception class enjoy books and most are starting to recognise letters both by their shape and sound. Some are developing basic writing skills. Higher attaining pupils are well launched in reading and writing.

79. Children are introduced to mathematics. They can count and match objects and join in counting games and rhymes and are beginning to use mathematical words such as bigger and smaller. In the Reception class children develop their understanding of numbers up to ten through activities based on The Three Bears. They compare and match numbers to objects and are recording numbers and use addition and subtraction.

80. The children are learning about the world they live in. Work on the theme of harvest in the Nursery enables children to make soup, and sandwiches, shop for food and in role play deliver a pizza. They look closely at vegetables, fish and collections of well displayed objects. They talk about where they live and what they do. Children help the teachers to programme a robot to move in the directions they choose. In Reception, the focus is more on the specific subjects of the national curriculum. In science they experiment with light and colour, and record their findings. Children can use the computer with assistance.

81. The children's creative development is a particular strength in the Nursery. The provision made for painting, drawing, modeling and printing is very good. Children learn to use a wide range of materials to good effect. They paint using a good range of brushes, sponges, even tooth brushes. Models of vegetables are made with clay. They make detailed drawings from careful observations such as drawings of trout and herrings. They enjoy singing. In the Reception class, children continue to develop but not enough links are made to the previously rich experiences of the children.

82. In the Nursery, the children's physical development is appropriately provided for through dance and through the use of a good range of tools. In Reception, children move confidently, with good control and co-ordination. They use apparatus to balance and move in time to musical instruments.

83. The quality of teaching in the Nursery is always at least good and that in Reception is

satisfactory and sometimes it is good.

84. The education provided by the Nursery is strength of the school.

English, mathematics and science

English

85. The standards of literacy are not yet satisfactory. At the end of Key Stage 1, some pupils are not reaching the standards expected nationally. By the age of five most pupils have made sound progress in the Nursery and Reception classes but most have not reached appropriate levels of attainment in reading and writing. Most pupils continue to make sound progress but it is not enough to reach the expected national levels in reading and writing by the time they are seven. The higher attaining pupils reach the standards expected nationally but rarely do they reach high standards. Pupils with special educational needs are making progress in line with their individual abilities. The few pupils from ethnic minority origins are making sound progress.

86. These standards are reflected in the National Curriculum test results. In 1996, the number of seven-year olds that reached national standards was below the national average and in writing the number was broadly average. The number of pupils reaching high standards was below the national average. The results for 1997 are encouraging and show improvement.

87. The school has been taking steps to raise standards in literacy. A new reading scheme was purchased, reading at home has been encouraged and emphasis is being placed on developing pupils' abilities in recognising the sounds of letters. Recently there has been a greater impetus and a detailed action plan has been drawn up and is being implemented.

88. By the end of Key Stage 1, levels of attainment in speaking and listening are satisfactory. Pupils usually listen attentively and confidently share their knowledge and views with each other and with their teachers. They are making sound progress in widening their vocabulary. Following a visit to a Tudor Manor House, older pupils were able to recall a wide range of facts and commented on what they found to be interesting. Younger pupils confidently expressed their views on the style of a well-known artist.

89. Standards of reading are not satisfactory. The majority of pupils are making sound progress but this is not enough for them to reach the standards expected nationally. Most have positive attitudes to reading and enjoy books. They are developing a vocabulary of words known by sight and are beginning to develop skills in using letter sounds. However the majority are hesitant when facing unfamiliar words, often waiting for help or adult support. Their skills in dealing with new or unfamiliar words are under-developed and they are not confident. The higher attaining pupils are confident, read well and are eager to show their expertise.

90. Pupils' progress in reading is recorded regularly but this concentrates too much on what the pupils have read and their enjoyment in reading. This is at the expense of recording how the pupil is developing as a reader; the methods the reader finds successful; the difficulties being encountered and what needs to be done next. Thus teachers are not always well placed to help pupils to improve.

91. The standards of writing seen in lessons are better than work done previously. Sound progress is being made in the content of the writing. By the end of the Key Stage, pupils write for a good range of purposes, describing where light comes from in science, describing local buildings in geography and

recounting life in Tudor times. Most write in sentences but many have not yet begun to regularly use either capital letters or full stops. Simple words are not always spelt correctly. Pupils do not always form their letters correctly and keep them the same size.

92. Pupils have positive attitudes to their learning. They are interested in their work and are keen to share what they are doing. They usually only lose their concentration when the work is too easy or too hard or when they are waiting for the teacher or another adult to support them.

93. The teaching is competent and at times it is good. The strengths in the teaching lie in the detailed planning for lessons, where teachers are clear about what language skills they want their pupils to learn and the writing and reading the pupils are to complete. Care is taken to ensure that where there are pupils of two age ranges in the same class, the work is properly matched to what they have done before and are ready to learn next. The liaison between the class teacher, the non-teaching staff and the volunteer helpers is good and has a positive impact on pupils' progress. Teachers offer a successful balance of group and whole class teaching. Lessons move briskly.

94. Teachers have a good knowledge of their pupils and there is systematic assessment and recording of pupils' progress. Work is marked regularly and encouragement given. However, pupils are rarely given a written note of what they need to do next to improve and what they should be aiming for.

95. The school ensures that an appropriate amount of time is devoted to literacy through the week as a whole. However the planning does not ensure that literacy is taught regularly everyday.

96. The library is well organised and well used by both pupils and parents. Although there is an appropriate range of books in each class the reading areas are not particularly inviting to pupils.

Mathematics

97. The standards attained by pupils at the end of Key Stage 1 in mathematics are below those expected nationally. Attainment in numeracy is unsatisfactory. The results of the National Curriculum tests in 1996 show that by the age of seven, two thirds of the pupils reached the levels expected but this figure was well below the national average. The results for 1997 are more promising and have risen significantly.

98. Despite making sound progress in the Nursery and Reception classes, by the age of five most pupils have not reached the expected standards in mathematics. They continue to make progress but by the age of seven it has not been enough to raise their levels of attainment to those expected nationally. Pupils make better progress in individual lessons than they do over time. Pupils with special educational needs make sound progress in line with the targets set for them individually.

99. At the end of Key Stage 1, pupils use number to add and subtract and some are developing a sound understanding of tens and units. They are developing skills in working in their heads but too many have to rely on counting with their fingers. They gather information, such as birthdays, through surveys and are able to present their information using graphs, charts, sometimes using a computer. They can answer questions using this information. Pupils can sort and classify objects successfully. At times, mathematics is very effectively linked to other subjects. For example, following a visit to a Tudor house pupils were investigating the symmetry of the gardens. They make their own designs and explore the ideas further using a computer. Less well developed are their abilities to use and apply mathematics to unfamiliar problems.

100. Pupils have a positive approach to their work. They are keen to learn, are interested and have positive attitudes to their learning. They listen attentively to the teachers' introduction, except on the rare occasion when it is overlong and pupils lose interest and begin to fidget. They concentrate on the tasks in hand and work at a satisfactory pace. Sometimes pupils use their initiative to make useful changes to the work that has been given to them. They use and share equipment, often working well in small groups. Behaviour is good.

101. The teaching of mathematics is good. Teachers show a good knowledge of the subject through their detailed planning and in their use of mathematical vocabulary in the introduction to lessons. There is an appropriate focus on numeracy whilst still ensuring that all aspects on mathematics are covered and there is a good balance between their use of a commercial scheme and the school produced resources. The teaching is often imaginative, using pupils as a human number line to help them to understand how to put number in a correct order. Non-teaching staff and volunteer helpers are well deployed often to oversee, under the direction of the teacher, the work of a group of pupils. This enables the teacher to spend more time directly teaching a mathematical idea rather than having to supervise activities. Discipline is good and pupils are well managed. Any incidents of inappropriate behaviour are dealt with effectively and efficiently. Lessons move briskly. Assessments of pupils' attainment and progress are regularly made and recorded but rarely are targets set for pupils to aim for.

102. The school ensures that an appropriate amount of time is devoted to numeracy through the week as a whole. However the planning does not ensure that numeracy is taught regularly everyday

103. The co-ordinator has provided a scheme of work, which shows what pupils' should be attaining as they move through the school. This has had a positive effect on planning for mathematics and on standards. The quantity and quality of the mathematical equipment is good. It is well organised and used effectively.

Science

104. Pupils' attainment at the end of Key Stage 1 is broadly in line with national expectations. Pupils make sound progress throughout the school. Younger pupils know the difference between light and dark and are beginning to understand the various sources of light. Other pupils can recognise and name a variety of materials including plastic, wood, glass and clay and know that they have different properties. They are able accurately to predict, hypothesise and make relevant conclusions when considering the suitability of materials in building houses from straw, sticks and bricks. Older pupils know that some materials are produced from natural sources and understand the process of refining clay to produce bricks, tiles and china.

105. Pupils demonstrate good listening skills and concentrate well on their work. They are enthusiastic, complete tasks successfully and record their work with pride. They ask sensible relevant questions and follow teachers' instructions with care. Pupils show the ability to collaborate when working in groups or pairs. They particularly enjoy the practical aspects of this subject.

106. The quality of teaching is good. Lessons are well organised and activities chosen are well matched to learning objectives. In the best lessons teachers skilfully use questioning to extend pupils' thinking.

107. The co-ordinator is an effective manager and has clearly identified areas for the further development of the subject which include more effective ways of assessing pupil attainment.

108. Resources are adequate, well managed and accessible. Further development is planned to make more effective use of the immediate environment, including the pond area, to further enhance learning.

Other subjects or courses

Art

109. The levels of attainment at the end of Key Stage 1 are in line with those expected nationally. Pupils, including those with special educational needs make sound progress. There are occasions when pupils reach high standards. When painting, they make sound progress in mixing colours, in using a range of brushes, and are confident in expressing their ideas and feelings. Paintings of a Tudor Manor House, taken from photographs following a visit enabled pupils to create imaginatively their view of the old house. Other pupils paint in the style of L.S. Lowry following fieldwork in geography to look at buildings in the vicinity. They respond well to the artist's ideas and try out painting small figures and painting black lines around their buildings. Previous work shows that pupils use a wide range of media to imaginatively portray flowers selected from a carefully prepared display. They are less confident in reviewing their work and making improvements.

110. Pupils enjoy their work in art. They are interested and well motivated. In lessons, they concentrate and pay attention to detail, often working outside the classroom in a purpose-made area without the need for undue supervision. They are well behaved and share their paints and other materials.

111. The teaching is good. Lessons are well thought through and organised. Teachers show their understanding of the subject by being clear about what the pupils are to learn and the standards they expect from the pupils. There is a good balance between demonstrating skills and giving pupils opportunities to use their ideas. This is not always the case when other adults supervise a group. Good use of speculative questions enables pupils to make their own decisions. Teachers make effective choices of when to teach the class as a whole and when to teach to groups of pupils.

112. The co-ordinator has drawn up a useful scheme of work, which enables teachers to cover the National Curriculum fully and ensure that pupils do not unnecessarily repeat what they have done before. A useful portfolio of pupils' work has been collected and helps teachers to be clear about the levels of attainment their pupils should reach. Plans are in hand to ensure that pupils' attainment is systematically assessed and recorded. Resources are adequate and are well used. Pupils' work is effectively and imaginatively displayed around the school.

Design and Technology

113. Design and technology is not well developed in the school and was not taught during the period of the inspection. Standards are unsatisfactory. By the end of the key stage, pupils do not reach the

levels of attainment expected nationally. Its place in the curriculum is secure and the requirements of the National Curriculum are met, but important skills are not taught systematically throughout the school.

114. Work done previously showed that pupils have experienced the important aspects of the subject. As part of a study of Guernsey pupils design and make carrier bags they had seen on a tourist promotional video. They develop and evaluate their ideas and chose appropriate materials to make the bags. Other pupils construct bridges; others make models to place on maps of the local area.

115. Teachers' planning shows that the place of the subject in the curriculum is secure. The subject is currently the focus for development. The recently appointed deputy head teacher is the co-ordinator but due to her considerable responsibilities for the curriculum as a whole and two other subjects, the development of design and technology has had to wait. A good start has been made. Planning has been monitored and developed. The resources are good. The policy is being redrafted and plans are in hand for a scheme of work to be drawn up. These important developments involve a considerable amount of time, which adds to a potential overload for the co-ordinator.

Geography

116. Pupils at the end of Key Stage 1 attain standards that are line with those expected of children of this age nationally. Pupils are beginning to understand the effect of the weather on people and their surroundings. They recognise some significant differences between the seasons and are able to identify appropriate clothing to match the different weather conditions. Older pupils know their house number, road and town in which they live and the higher attaining pupils can correctly address an envelope. They can recognise the difference between aerial and side views and create aerial plans of a bedroom.

117. Pupils make satisfactory progress across the school. They develop their geographical skills using maps and are developing an awareness of location and place in their locality. They notice and comment on differences in vegetation, climate, houses and lifestyles with particular reference to their own experience.

118. The quality of teaching is always at least satisfactory. Teachers have appropriate expectations and are secure in their subject knowledge. They organise and use resources effectively and are successful in maintaining a good pace in lessons. In the most successful lessons there are clearly identified learning intentions and teachers have effective classroom organisation

119. Pupils mainly respond positively to teaching, showing interest, enthusiasm and good levels of concentration. This positive response contributes to the standards attained.

120. The school has a policy and schemes of work to support teaching but as yet assessment of pupils attainment is underdeveloped. The co-ordinator is aware of this and has identified areas for development which include the development of portfolios of work. Resources are adequate for the teaching of geography but will need to be further developed alongside detailed schemes of work.

History

121. Due to the timetabling arrangements few lessons of history were seen during the inspection

therefore no judgement can be made of the quality of teaching. However, a scrutiny of pupils' work, examination of teachers' planning and discussions both with pupils and the subject co-ordinator indicate that work is in line with national expectations. Attainment at the end of Key Stage 1 is therefore satisfactory. Pupils understand that houses and objects have changed through time and are beginning to develop an understanding of chronology. Older pupils enthusiastically recall a visit to Kenilworth castle and are able to recall and accurately name the various rooms in the castle and describe their functions. They show a good understanding of the defence systems, for example, a moat and the drawbridge, and the need for them. Pupils show enthusiasm and are interested in their work which is well presented and attractive. Several displays around the school further enhance learning.

122. The co-ordinator for history shows a good understanding of her role and has accurately identified priority areas for development, these include the implementation of the draft policy and the development of detailed schemes of work. She intends also to introduce portfolios of pupils' work.

123. Resources for the teaching of history are satisfactory but will need to be extended alongside the schemes of work and need to include a greater supply of relevant artefacts

Information technology

124. Pupils make sound progress and are reaching the levels of attainment expected nationally at the end of Key Stage 1. They can use the keyboard and use information technology (IT) to wordprocess their writing. Pupils can use a mouse with accuracy to select tools when using a graphics programme. As part of a study of the Tudors, pupils use a programme that makes symmetrical patterns reflecting the work in mathematics based on the gardens of a manor house. Others record their birthdays in graphs. In English, pupils use a vocabulary programme to help improve their spelling. Elsewhere in the school pupils programme a roamer to follow a prescribed route. Pupils with special educational needs appropriately use IT, often with extra support from an adult.

125. Pupils are enthusiastic in their use of IT. They work well together, usually in pairs, take turns and often effectively help each other to use the software. Pupils concentrate and behave well. They are growing in confidence in their use of IT.

126. Teaching is competent, although there is little teaching of IT skills once pupils are working on their tasks. Planning is detailed and teachers are clear what skills they wish to develop as well as the use of IT in other subjects. The teachers' skills in the use of IT vary across the school, but are good towards the end of the key stage. Teachers assess their pupils' attainment and keep their own records to help them plan future work. As yet there is no whole school system to assess and record pupils' attainment. There is a policy and the co-ordinator has drawn up a scheme of work for Year 2, which has had a positive effect on planning. The scheme is being extended to the other years. Resources are generally good and are well used.

Music

127. At the end of Key Stage 1 pupils attain standards in line with national expectations. The quality of singing throughout the school is good. Pupils sing a variety of songs with confidence, many of these accompanied by appropriate actions. Pupils are able to name instruments such as a triangle and a tambourine and they are beginning to explore the different sounds made by unpitched instruments. They rehearse simple compositions showing an appropriate awareness of pulse and they listen carefully to

sounds, differentiating between high and low and long and short.

128. Overall pupils make satisfactory progress and on occasions older pupils make good progress. As they move through the school they sing with increasing control and play instruments with greater skill and understanding. Pupils' respond well during music lessons. They listen carefully to adults and enjoy their activities. They show good collaborative skills whilst working on group compositions and appreciate each others' work. They particularly enjoy singing.

129. Across the school teaching is always good and on occasions excellent. Planning is clear and linked to national curriculum programmes of study. Tasks are skilfully differentiated which allow pupils to succeed. Encouragement and praise are effectively used to maintain pupils interest and motivation. The music policy is well written and the draft schemes of work are detailed and of good quality. The co-ordinator has identified areas for development which include the keeping of records on pupils' attainment. The teaching of music greatly contributes to the spiritual, moral, social and cultural development of the pupils. The music co-ordinator has good knowledge, excellent skills and interest in the subject which are imparted to staff and pupils.

130. Musical resources are satisfactory and pupils are provided with the opportunity to develop additional skills through a taught weekly recorder session.

Physical Education

131. By the end of Key Stage 1 standards of attainment meet national expectations for pupils of their age. Pupils can perform simple travelling and body movements involving stretching, curling, jumping, turning and rolling. They balance well with poise and elevation and show good agility in order to jump and land appropriately. They are able to link movements to form simple sequences. Pupils show increased confidence in the water and some are able to swim unaided for distances up to 25 metres. They understand the need to perform warm up exercises before an activity and show good awareness of health and safety when using and moving apparatus. Pupils make sound progress.

132. Overall the quality of teaching is satisfactory although it varies from excellent to unsatisfactory. Where it is good lesson planning is clear and resources are appropriately used to promote pupils' progress and learning. The quality of teacher interaction challenges pupils' thinking and demands high expectations. In less successful lessons pupils are inactive for long periods, teachers knowledge is not secure and there is an over reliance on the scheme of work with many opportunities to improve pupils' skills and techniques lost. The use of pre-recorded tapes is not always appropriate.

133. Pupils' response to PE is generally good. They behave well, listen carefully to instructions and work hard. They are successful in either working alone or in small groups responding to challenges with interest and enthusiasm. When tasks are not appropriate pupils do not take activities seriously and lack enthusiasm.

134. Resources for the teaching of physical education are adequate, well maintained and easily assessable. The hall is an appropriate size which accommodates the large and small apparatus. The co-ordinator has accurately identified areas for development which include production of detailed schemes of work to ensure continuity and progression in the development of skills and to monitor the

balance between the various aspects of the subject.

PART C: INSPECTION DATA

Summary of inspection evidence

135. The inspection was carried out by a team of 2 inspectors and a lay inspector who spent the equivalent of 10 days in school.

During the inspection:-

- _ a total of 22 hours 42 minutes was spent observing 50 lessons or parts of lessons
- _ all teachers were observed teaching on several occasions
- _ assembly, break time and lunch time activities were observed
- _ a full range of pupils' work was examined
- _ reading and word recognition skills of several pupils were listened to
- _ pupils were observed swimming and accompanied on a history trail
- _ discussions were held with teachers, governors, administration staff, parents, support assistants and the caretaker
- _ the schools' development plan, budget plan and policies were analysed as were minutes of staff meetings and governing body meetings

_ prior to the inspection a parents meeting was attended by 22 parents and 85 questionnaires were returned and analysed.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time	Number of pupils with statements of	Number of pupils on school's	Number of full-time pupils eligible for free school meals
YR - Y2	100	0	40	18

TEACHERS AND CLASSES

Qualified teachers (YR - Y2)

Total number of qualified teachers (full-time equivalent)	5
Number of pupils per qualified teacher	20 :1

Education support staff (YR- Y2)

Total number of education support staff	5
Total aggregate hours worked each week	110

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	30:1

Education support staff (Nursery school, classes or unit)

Total number of education support staff	2
Total aggregate hours worked each week	57.5

[Primary and Nursery schools]

Average class size:

25.7

FINANCIAL DATA

Financial year:

1996/97

	£
Total Income	272987
Total Expenditure	265065
Expenditure per pupil	1625
Balance brought forward from previous year	13442
Balance carried forward to next year	21364

PARENTAL SURVEY

Number of questionnaires sent out:	160
Number of questionnaires returned:	85
Percentage return rate:	53.1%

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	35.8	54.3	4.9	4.9	-
I would find it easy to approach the school with questions or problems to do with my child(ren)	56.0	39.0	2.4	-	2.4
The school handles complaints from parents well	30.6	48.4	17.7	-	3.2
The school gives me a clear understanding of what is taught	31.2	62.3	3.9	2.6	-
The school keeps me well informed about my child(ren)'s progress	41.3	54.7	2.7	1.3	-
The school enables my child(ren) to achieve a good standard of work	40.3	55.6	4.2	-	-
The school encourages children to get involved in more than just their daily lessons	35.2	50.7	8.5	4.2	1.4
I am satisfied with the work that my child(ren) is/are expected to do at home	32.2	49.2	11.9	6.8	-
The school's values and attitudes have a positive effect on my child(ren)	43.1	53.3	5.3	-	-
The school achieves high standards of good behaviour	40.8	47.9	5.6	1.4	4.2
My child(ren) like(s) school	70.7	29.3	-	-	-