

INSPECTION REPORT

**St. Elphin's Fairfield Church of England Primary
School**

Warrington

LEA area: Warrington

Unique reference number: 111296

Headteacher: Mr Neil Walsh

Reporting inspector: Mr Stafford Evans
21217

Dates of inspection: 27th - 28th February 2001

Inspection number: 188946

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school with a nursery class

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Fairfield Street

Warrington

Postcode: WA1 3AJ

Telephone number: 01925 635143

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Appropriate authority: The governing body

Name of chair of governors: The Reverend M. S. Finlay

Date of previous inspection: July 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Elphin's Fairfield is a Church of England voluntary aided primary school with a total of 211 pupils on roll aged from 4 to 11 years. There are also 34 part-time children in the nursery class. The school is about the same size as other primary schools nationally. Attainment on entry to the nursery class at the age of three years is below that expected for children this age. The percentage of pupils in the school identified as having special educational needs - 38 per cent- is above the national average. Two pupils have a statement of special educational need, proportionately less than in most primary schools in the country. The percentage of pupils entitled to free school meals is broadly in line with the national average. Three per cent of pupils are from ethnic minority backgrounds and speak English as an additional language. None of these pupils are at an early stage of English language acquisition. The school is a member of the National Outstanding Primary Schools' Initial Teacher Training Consortium.

HOW GOOD THE SCHOOL IS

This is an excellent school that gives excellent value for money. Pupils attain very high standards by the time they leave the school. This means pupils make excellent progress during their time at the school. The quality of teaching is very good. Pupils' attitudes, their behaviour and personal development are excellent. The school provides a rich and broad curriculum. There is a very caring and supportive ethos in the school and the pupils feel very valued. The headteacher provides exceptionally high calibre leadership.

What the school does well

- The standards pupils attain by the age of 11 places the school in the top 5 per cent of schools nationally.
- There is a very significant amount of good and very good teaching that positively affects pupils' learning.
- The pupils like school. Their attitudes to school, behaviour, personal development and relationships with one another are excellent. This also very positively affects the pupils' very good quality of learning.
- Teachers provide a broad and stimulating range of work for the pupils, including those with special educational needs. This promotes the high achievement of all pupils.
- There is a strong emphasis on provision for pupils' spiritual, moral, social and cultural development. The experiences provided for their spiritual and moral development are excellent.
- The headteacher provides outstanding leadership. He, very ably supported by the senior teachers, governors and staff, creates a culture within the school of high expectations of success, high quality and where everyone's efforts are valued greatly.

What could be improved

- The school enhances pupils' learning through extra-curricular activities, including study support. The weakness within this provision is the lack of out-of-school sporting activities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996. The very many strengths identified then have been at the very least maintained. Very importantly, the headteacher continues to provide inspiring leadership. Many significant improvements have also been made. Standards of pupils' attainment are much higher now than at the time of the last inspection. The quality of teaching is better. For example, the amount of very good or excellent teaching has almost doubled to 53 per cent. Higher-attaining pupils now achieve their academic potential - a key issue from the last inspection. School development and strategic financial planning are much more effective now than at the time of last inspection. Inspectors identified this as another key issue for action last time. The work teachers prepare for the pupils to do is planned more effectively - another key issue for action from the last inspection. The quality, quantity and use of learning resources are better. For example, there are many more computers in school and children in the Foundation Stage now have access to information and communication technology resources and much improved outdoor facilities. This was not the case at the time of the last inspection. Teachers with responsibility for particular subjects and phases in the school make a very good contribution to the leadership of the school. This is a significant improvement since the last inspection. Overall, improvement since the last inspection is excellent.

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	B	A*	A	A*
Mathematics	A	A*	A*	A*
Science	B	B	A	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Taking account of the results in English, mathematics and science together, the school is in the top 5 per cent of schools nationally. Inspection evidence confirms the standards attained by pupils aged 11 as very high in comparison with the national average. Children under five make good progress and attain in line with nationally expected standards by the age of five. Pupils aged 5 to 7 built on this attainment well, and by the age of seven attain above the national average. The progress pupils aged 7 to 11 make is very good. The trend in recent years in the standards attained by pupils who are aged 11 is significantly better than that found nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have excellent attitudes to their work. They are very interested in school and willingly involve themselves in the range of activities the school provides.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is excellent. They are polite to each other and to adults, and they look after their own property as well as that of others.
Personal development and relationships	Pupils have excellent relationships with one another and with the adults in the school. Their personal development is excellent. Pupils respect other people's differences, show initiative and willingly take responsibility.
Attendance	The attendance figures for the school are close to the national average. They have improved year-on-year since the last inspection. There are no exclusions.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	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 is one of the reasons for the success of the school. Teaching is satisfactory or better in all lessons. It is excellent in 11 per cent, very good in 42 per cent, good in 37 per cent and satisfactory in 10 per cent. The quality of teaching in English and mathematics is very good. The teaching has very many strengths and no significant weaknesses. The strengths of the teaching include: the teaching of basic skills, the very high expectations of what teachers expect pupils to learn, the excellent management of pupils' behaviour and very good use of time, support staff and learning resources. Support staff make a very positive contribution to pupils' learning. Teachers teach literacy, numeracy and information and communication technology skills very effectively in other subjects. The quality of teaching of pupils identified as having special educational needs is very good. The needs of the highest attaining pupils are met very well.

The quality of pupils' learning ranges from excellent to satisfactory. It is very good overall. Pupils are keen to learn and clear about what is expected of them. They understand what is good about their work and how it can be improved. They work very well co-operatively and collaboratively. They work very hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The very well-planned curriculum for the under-fives covers all the national Early Learning Goals ¹ . The school provides a broad range of work that is exciting and relevant to pupils aged 5 to 11. This is a significant factor in the school's success. There is an appropriate statutory curriculum in place.
Provision for pupils with special educational needs	The school's programme of support for pupils with special educational needs is very good, and very much contributes to the school's success. It is very effectively organised to identify pupils who need additional help. This ensures they make similar progress to that of their classmates. Arrangements for supporting pupils who have statements of special educational need are very effective.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	This provision is a very significant cornerstone on which the school's success is built and is set within a very strong Christian ethos. Provision for pupils' spiritual and moral development is excellent. It is very good for their social and good for their cultural development. Pupils clearly understand what is right and wrong, and show a high degree of respect for all people.
How well the school cares for its pupils	The school cares very well for its pupils. Members of staff treat the pupils with understanding and respect. Procedures for child protection are in place. Teachers and support staff know the pupils very well and have precise information to tell them what the pupils have done well and where they need help. Therefore, support is directed effectively to the pupils who need it most.

¹ These goals are based on the areas of learning during the Foundation Stage. They also help to prepare children for future learning when they enter compulsory education at the age of five. The goals mainly refer to literacy and numeracy skills, and personal, social and emotional development. Most children should reach the early learning goals by the time they are five.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	One of the main reasons for the success of the school is the outstanding leadership of the headteacher. He has a very clear vision of what sort of school it should be, and puts pupils and their achievements first. The headteacher creates a great sense of team spirit among all staff and there is a very definite shared commitment to succeed. All staff feel valued and vital to the continued success of the school. The senior teachers very ably support the headteacher in creating a climate in which pupils achieve their best and strive for even greater success.
How well the governors fulfil their responsibilities	Governors have a good sense of the strengths and weaknesses of the school and work with the staff in their efforts to maintain high standards.
The school's evaluation of its performance	The school monitors closely and evaluates effectively its performance. It knows its strengths and weaknesses and takes very effective action to secure improvement.
The strategic use of resources	Resources are managed well and the principles of best value are applied effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Sixty-three questionnaires were returned. This was 25 per cent of those sent out. Ten parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school works closely with parents. • The school is well led and managed. • The provision for their children's personal development is good. 	<ul style="list-style-type: none"> • Parents feel there is insufficient extra-curricular provision.

The parents think very highly of the school. Inspectors support the parents' positive views. Teachers provide activities outside lessons mainly of a musical or dramatic nature. They also provide study sessions for pupils in Years 5 and 6. However, the inspectors agree with parents that there are insufficient sporting activities outside day-to-day lessons.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The standards pupils attain by the age of 11 places the school in the top 5 per cent of schools nationally.

1. Throughout the school pupils achieve high standards in English and mathematics, doing especially well by the time they leave at 11 years of age. Children enter the school with standards that are below those expected of children of three years of age. By the time the children are five they attain the national Early Learning Goals. Children under five make good progress. Standards in reading and writing achieved by pupils aged seven are above the national average and in comparison to what pupils achieve in similar schools. In mathematics, they achieve standards well above the national average. Eleven-year-olds attain very high standards in English and mathematics, and do very much better than pupils in similar schools. The very good quality of teaching is one of the main reasons for this success. Lessons are interesting and stimulating and, therefore, pupils enjoy literacy and numeracy. Consequently, they show excellent attitudes to their learning. This complements very well the very good teaching to produce very high standards of attainment.
2. Pupils write with great flair in response to different texts. In work based on *Macbeth*, a Year 6 pupil began her writing: "I found the hideous three in a small cave on the heath, chanting around a large black cauldron". In work based on the book *War of the Worlds*, a Year 6 pupil created great suspense in his writing by using, at a key point in the story, the words: "There was then dead silence and I was utterly petrified". A Year 3 pupil wrote: "Theseus was unravelling a ball of wool". This was in response to work about the story *Theseus and the Minotaur*. Narrative writing is also a strength. A Year 3 pupil rewrote the traditional story of *Little Red Riding Hood* using the words: "Once there lived a kind wolf. He said, "Little girl are you horrible?" "Yes I am and I will soon eat you up!" she said". Year 2 pupils wrote interesting and correctly set-out letters of thanks in response to the story *Mrs Plug the Plumber*.
3. Pupils write extremely well for a range of purposes. When writing about someone special in order to express emotion a Year 4 pupil wrote: "She is now in heaven with her angel friends". Year 2 pupils wrote wedding invitations and included the words: "Prince Christian and Snow White would like to invite the seven dwarfs to their wedding". Pupils wrote these invitations very accurately. The same group of pupils wrote 'Winter' poems of good quality. Year 6 pupils wrote amusing character portraits of their mums.
4. The quality of work is so good because teachers have very high expectations of the work they expect from the pupils. Pupils respond by always doing their best. Teachers mark pupils' work very constructively with comments that pupils use to improve their work. Teachers choose texts that interest the pupils and motivate them to write. Teachers' knowledge and understanding of how to teach the subject are very secure. Therefore, they teach the subject confidently and this ensures pupils acquire the necessary skills to produce high-quality work. Teachers display attractively very good examples of pupils' writing. Therefore, pupils feel teachers value their efforts, thus they try even harder. In literacy lessons for pupils aged 7 to 11, teachers give pupils time to write at length because the guided reading segment of the literacy hour is taught at a separate time. This has a positive affect on the quality of pupils' writing and does not detrimentally affect reading standards. In informal chats with pupils, the headteacher stresses continually the importance of high-quality work. For example a pupil said, "Do not use the word 'nice' because Mr Walsh doesn't like it. Mr Walsh says think of a better word!"

5. Pupils' high standards of writing are reflected in their use of literacy skills in other subjects. Pupils in Year 4 word-processed their accounts of Sir Francis Drake. Year 6 pupils compiled a collection of work entitled 'Wartime memories'. This resulted from interviews pupils had with relatives, friends and their own personal research. Pupils use extensively their information and communication technology skills to present their written work.
6. Teachers develop very well pupils' reading skills. Pupils show a clear understanding of what they have read. They are confident readers, who show very good expression and intonation. For example, Year 6 pupils demonstrated all these attributes during a literacy lesson about the text *The War and Freddy*.
7. In whole-class introductions to lessons, teachers expect high standards of listening and speaking. In discussions, pupils listen attentively to others, ask questions to develop ideas and take account of others' views. Their ideas are developed thoughtfully. This was very evident during Year 6's visit to the local secondary school for a history lesson. They used a wide range of appropriate vocabulary when discussing Second World War artefacts. When other pupils and adults spoke they listened respectfully. They posed interesting questions to develop their understanding of the subject.
8. Mathematics is taught very well. This has a positive affect on pupils' learning and the very high standards they attain. By the age of 11 pupils are very proficient in arithmetical calculations. They work quickly and accurately both mentally and in written form. They have a very good recall of number facts and manipulate number competently. For example, they calculate accurately number problems involving percentages, factors and square numbers. They work quickly and accurately with negative numbers and properties of triangles. The teachers encourage this speed of thought by maintaining a brisk pace to lessons and importantly they ensure pupils have a very good grounding in basic mathematical skills.
9. Through skilled questioning teachers ensure pupils can look for patterns in number sequences and seek to establish a rule they can apply in all situations. Teachers have high expectations of what they want pupils to achieve in mathematics. For example, pupils are taught work that is consistently above that expected for their age in Year 6. They add and subtract negative numbers and they measure and draw angles to the nearest degree. These high expectations are evident throughout the school. The headteacher leads by example. He teaches a group of pupils in Year 6 that covers work two levels above that expected for their age.
10. Teachers' very good lesson planning ensures pupils' numeracy skills are used and extended in other subjects. For example, in geography pupils access Internet information on the daily temperatures in the major cities of the world. They use this information to calculate the mean temperature. Pupils compile charts and graphs to represent their daily weather readings. They use their information and communication technology skills to produce these accurate charts and graphs. Teachers encourage pupils to think for themselves, persevere and apply their mathematical knowledge in problem solving activities. For example, in their work on scale pupils were challenged to find out how changing the scale affects the drawing of a tree to scale. This enhanced pupils' learning because it required concentration, use of prior learning and ability to work independently.

There is a very significant amount of good and very good teaching that positively affects pupils' learning.

11. Throughout the school, teachers plan and prepare interesting lessons. Their lesson plans show clearly what is to be taught and learnt. This is shared with pupils at the start of lessons. This helps the teacher and pupils to remain focused on the purpose of the lesson and that sufficient ground is covered in the lesson. Teachers give the highest priority to securing for all pupils the basic skills of literacy and numeracy. Teachers give good opportunities to develop literacy, numeracy and information and communication technology skills in different subjects. Teachers use a range of appropriate teaching methods. These include whole-class teaching, group and individual work and involve practical, investigative and problem-solving activities. They use time and resources very efficiently. Teachers have secure subject knowledge. A great strength of the teaching is the excellent relationships between staff and pupils. This is the main reason why they manage pupils' behaviour so effectively. Another reason is the very high expectations of good behaviour that pervades the school from the moment pupils set foot in the school grounds. This emanates from the headteacher, who is frequently seen around the school making certain everyone maintains these high standards and, when it is needed, offers friendly reminders to pupils of what sort of behaviour is expected of them.
12. Teachers use the results of pupil assessment very effectively to match work to pupils' varying needs. The marking of pupils' work is very good. The feedback to pupils, spoken and written, enables pupils to improve their performance. Teachers encourage pupils to assess their own performance and strive for improvement.
13. As a result of the above, pupils' learning is very good. They respond readily to the challenge of the work set, show a willingness to concentrate and make very good progress in most lessons. Pupils apply their basic skills of literacy and numeracy to great effect in all subjects. Pupils adjust well to the demands of working in different situations, selecting appropriate methods for doing something and organising effectively the resources they need. Pupils are confident and alert to ask questions and to persevere with their work when answers are not readily available. They evaluate their own work and come to well thought-out judgements about it. Where appropriate, pupils readily help one another.
14. Members of support staff assist pupils' learning very effectively and contribute very positively to pupils' progress. Pupils in Year 5 identified as having special educational needs made good progress in a group activity because the support teacher used their individual education plans very effectively. This meant the work pupils were expected to do was matched accurately to their specific needs. The teacher made effective use of a variety of methods for de-coding new words. The work was sufficiently challenging as it moved from what the pupils knew onto new and harder work at an appropriate rate. The excellent quality of relationships, both among pupils and between staff and pupils, ensured pupils attempted new work with confidence and high self-esteem. The involvement of student teachers in the life of the school enhances pupils' learning. The students teach to a high standard, as observed in a Year 6 numeracy lesson and a Year 4 information and communication technology lesson. They provide valued support for teachers in lessons.
15. The following are examples of how the very good quality of teaching positively affected pupils' learning:
 - In a nursery class lesson, the teacher made excellent use of a 'parachute' to develop the children's personal and social skills. There was clarity in the teachers' instructions, which meant the children knew exactly what to do and no time was wasted. Through very skilled questioning, the teacher developed the children's

- knowledge of shape and extended their range of vocabulary. Very effective use of time meant there was a very good balance of activity, listening, talking and physical movement. The children noticeably gained in confidence as the lesson proceeded.
- In a Year 2 numeracy lesson, the teacher's infectious enthusiasm rubbed off onto the pupils, who responded with great keenness to work. There was meticulous organisation of learning resources so pupils wasted no time in settling to work. The teacher used her knowledge of pupils' previous learning to good effect by planning work that extended pupils knowledge and understanding of the value of digits to 1000. There was a good balance between whole-class and individual work.
 - Very clear and high expectations of what the teacher wanted pupils to do and a very brisk pace to the lesson underpinned a very good literacy lesson in Year 6. Very thorough planning and preparation meant the lesson flowed along and absolutely no time was wasted. This meant pupils completed a lot of good quality work. Pupils responded very positively to the teacher's skilled questioning, and thus the development of their speaking and listening skills was very good. The teacher used praise and humour expertly to motivate pupils and maintain their interest.

The pupils like school. Their attitudes to school, behaviour, personal development and relationships with one another are excellent.

16. One hundred per cent of parents who responded to the questionnaire stated that their children liked school. Most pupils' attitudes to their learning are very good. By the age of 11 they are excellent. Pupils in all year groups listen to their teachers carefully. They carry out teachers' instructions immediately and settle to their work without fuss. They are skilful in debate and listen to teachers and their classmates patiently while waiting for an opportunity to contribute to lessons. Their excellent attitudes to learning are exemplified by very nearly 100 per cent attendance at the after-school study clubs. Most pupils complete their homework tasks diligently. The organisation of homework means pupils are clear about when they will receive work to do at home and when it is due back in school.
17. Pupils maintain concentration for long periods. They persevere with difficult or complex tasks, working independently or co-operatively as the task demands. In a Year 1 lesson involving mental calculations, they worked together well to increase significantly the speed at which they answered questions accurately. In this lesson, progress was good and attainment high. Pupils throughout the school are well motivated and interested in all that is going on and keen to learn. In a numeracy lesson in reception, pupils were completely focused on their work. The outcome was work of a very high standard.
18. Pupils are aware of the school's expectations of good behaviour and, with very few exceptions, live up to those expectations. Behaviour in classrooms is always good, often very good and sometimes excellent. The flow of the lesson is, therefore, not disrupted, and so a lot of work is completed. In the playground, pupils play together well with no evidence that there are any major disagreements or instances of bullying or racist behaviour. Pupils are polite and courteous to adults and each other.
19. Relationships throughout the school are excellent. Pupils are aware of the views and feelings of others and take care of each other whenever there is need to do so. The pupils are mature and have a very high regard for their teachers. Pupils are trustworthy and respect school property and personal belongings. They show initiative and are keen to take responsibility. Many Year 6 pupils work, on their own initiative, on computers during their lunch break. Pupils take full advantage of the opportunities the school provides for extra-curricular clubs.

Teachers provide a broad and stimulating range of work for the pupils, including those with special educational needs. This promotes the high achievement of all pupils.

20. The quality and range of learning opportunities for children under five years of age and for pupils aged 5 to 11 are very good and meet fully statutory requirements. Teachers draw on the schemes of work to produce very good medium and short term planning that is clearly linked to the National Curriculum. As a result, teachers provide pupils with work in an appropriate sequence that builds on their previous learning. This positively affects the quality of pupils' learning and the progress they make. Planning in all subjects provides clear information about what pupils should know, understand and do. Resources required to support the teaching and learning are clearly identified. There are effective links between different subjects. The work is stimulating because the arts are used very effectively to enrich the rest of the curriculum. For example, music, movement and drama are used in Year 6 to enrich pupils' learning about the Second World War. Pupils are provided with first-hand learning experiences; for example, they visit an air-raid shelter in which they have a lesson about the Second World War.
21. Equality of access and opportunity for all pupils is evident throughout all planning. The school's special educational needs provision is very good and meets the requirements of the Code of Practice² for special educational needs. There are thorough arrangements for identifying and assessing pupils. Individual education plans are detailed, set specific learning targets and are closely monitored. This ensures pupils with special educational needs make very good progress. In a Year 1 physical education lesson, a visually impaired pupil played a fully inclusive part in the lesson because there was appropriate support provided by skilled staff.

There is a very strong emphasis on provision for pupils' spiritual, moral, social and cultural development. The experiences provided for their spiritual and moral development are exemplary.

22. The provision makes a very important contribution to promoting the stated aims of the school, which rightly emphasise the importance of valuing all people, caring for others and increasing the self-esteem of the whole school community. The school provides a very secure, supportive and happy ethos in which individual pupils are respected and caring relationships are very well developed. The school's provision for pupils' spiritual, moral, social and cultural development ensures pupils attain very high standards of behaviour and personal development.
23. Pupils are given many opportunities for reflection in lessons and the daily assemblies. Assemblies provide pupils with moments of awe. For example, when the headteacher paraded the new school banner accompanied by inspiring music played on the piano. The school's very close ties with the local church enrich pupils' spiritual development. Provision for pupils' moral development is firmly rooted in and supported by the quality of relationships between adults and pupils. The staff members provide very good role models, consistently placing a strong emphasis on thoughtful actions and taking advantage of opportunities to make pupils aware of the difference between right and wrong. The headteacher and the staff make very effective use of praise to motivate pupils and make them feel valued.
24. Lessons provide very good opportunities for pupils to work co-operatively and collaboratively. Pupils are given a variety of responsibilities related to school organisation. The school provides a wide range of educational visits, including an annual

² Code of Practice - this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

residential visit, which broadens their social experience and provides valuable opportunities to develop independence. The curriculum contributes well to the pupils' understanding of their own culture and the culture of others. Pupils examine the cultural heritage of the area during educational visits. The school celebrates special events in the Christian calendar and festivals from other major faiths. Pupils are provided with many opportunities to learn about art and music from many different parts of the world. In assemblies, pupils listen intently to music from the Caribbean. They study life in Jamaica. It is also evident that consideration is given to the ethnic diversity of our society. The school plans to extend this with the implementation of the new agreed syllabus for religious education.

The headteacher provides outstanding leadership. He, very ably supported by the senior teachers, governors and staff, creates a culture within the school of high expectations of success, high quality and where everyone's efforts are valued greatly.

25. The headteacher ensures very clear direction for the work and the development of the school. He provides very influential and supportive leadership. This sets a first-rate climate for learning that includes excellent attitudes to work and harmonious relationships, and a very strong commitment to high standards. He sets the tone for the school in terms of clear expectations in spiritual, moral and social development of the pupils within a very strong Christian ethos. He is a very noticeable presence around the school throughout the day, and the efficient and courteous manner in which he carries out his duties positively affects the working atmosphere within the school. He makes it a priority to value everyone within the school community and ensure they develop their full potential.
26. The deputy headteacher and senior teachers very ably support the headteacher. They work together well as a team. They meet regularly and deal with long-term strategy. They lead by example and share very good practice with the rest of the staff. This positively affects classroom practice. A very good team spirit exists among all staff and there is a shared commitment to maintain the high standards and where possible strive for improvement. The staff complement one another with regards to the expertise they bring to the school. This has a very positive impact on pupils' learning.
27. Governors provide valued support. They demonstrate a good understanding of their role and work hard to support the school with advice and encouragement. They are regular visitors and have a good understanding of the strengths and weaknesses in the school. There is good strategic financial planning. This good management of the budget means the school has a low pupil-teacher ratio and a planned programme of internal redecoration and improvements to the accommodation. They and the headteacher have been instrumental in bringing about very significant improvements in the accommodation and learning resources since the last inspection.

WHAT COULD BE IMPROVED

The school enhances pupils' learning through extra-curricular activities, including study support. The weakness within this provision is the lack of out-of-school sporting activities.

28. Pupils benefit from a residential visit to an outdoor education centre. They also go on a wide range of day visits. Teachers use these visits to enrich pupils' learning. For example, Year 2 pupils wrote interesting and accurate accounts of their visit to Quarry Bank Mill. It was obvious from the content of their work that it was a stimulating visit. The English curriculum is enriched through theatre visits. Professional musicians visit school to entertain and motivate pupils to develop their musical talents.
29. There is an after-school drama club and guitar lessons during the lunchtimes provided by teachers. There is also a recorder club twice a week led by a school governor. These activities provide pupils with opportunities to extend their learning and interest in the arts. Pupils value these activities and the many educational visits they make, and this extra provision clearly enhances pupils' learning. Pupils' academic progress is very positively affected by the very well attended study clubs. Pupils practice and play a range of sports during their physical education lessons. Within these lessons pupils receive expert coaching in rugby, football, swimming and athletics. However, the school does not provide pupils with opportunities to develop their sporting prowess during out-of-lesson activities. Pupils and parents express their disappointment at this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

30. In a context of a highly successful school in which there are very many outstanding features, the headteacher and staff, with the support of the governing body, should:
 - examine ways of extending the range of learning opportunities outside of lesson time to include sporting activities (paragraphs 28 and 29).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
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
11	42	37	10	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)	17	211
Number of full-time pupils eligible for free school meals	0	25

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	13	82

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.2

Unauthorised absence

	%
School data	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	11	22	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	11	10	11
	Girls	21	21	21
	Total	32	31	32
Percentage of pupils at NC Level 2 or above	School	97 (90)	94 (94)	97 (94)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	10	10	10
	Girls	19	18	19
	Total	29	28	29
Percentage of pupils at NC Level 2 or above	School	88 (84)	85 (87)	88 (87)
	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	13	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	11	11
	Girls	13	13	13
	Total	24	24	24
Percentage of pupils at NC Level 4 or above	School	100 (97)	100 (97)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	9	10	10
	Girls	11	11	11
	Total	20	21	21
Percentage of pupils at NC Level 4 or above	School	83 (82)	88 (88)	88 (88)
	National	70 (68)	72 (69)	80 (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	0
Black – other	3
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0
White	176
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.1
Number of pupils per qualified teacher	21
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	52

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17

Total number of education support staff	1
Total aggregate hours worked per week	26

Number of pupils per FTE adult	8.5
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
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	£
Total income	234,608
Total expenditure	449,728
Expenditure per pupil	1,757
Balance brought forward from previous year	44,673
Balance carried forward to next year	29,553

Results of the survey of parents and carers

Questionnaire return rate 25%

Number of questionnaires sent out	251
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	68	28	2	2	0
Behaviour in the school is good.	65	32	0	0	3
My child gets the right amount of work to do at home.	60	32	6	0	2
The teaching is good.	74	22	2	0	2
I am kept well informed about how my child is getting on.	55	39	2	2	2
I would feel comfortable about approaching the school with questions or a problem.	78	18	2	2	0
The school expects my child to work hard and achieve his or her best.	66	30	2	0	2
The school works closely with parents.	54	42	2	2	0
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	77	23	0	0	0
The school provides an interesting range of activities outside lessons.	33	43	2	2	20