

INSPECTION REPORT

**Holy Trinity Church of England Dobcross Primary
School**

Dobcross, Oldham

LEA area: Oldham

Unique reference number: 105691

Headteacher: Mrs Elizabeth Rooke

Reporting inspector: Mr Stafford Evans
21217

Dates of inspection: 5th - 6th March 2001

Inspection number: 192611

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

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

School category: Voluntary controlled

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Delph New Road
Dobcross
West Yorkshire
Postcode: OL3 5BP

Telephone number: 01457 872860

Fax number: 01457 875340

Appropriate authority: The governing body

Name of chair of governors: Mr Eric Kirkbride

Date of previous inspection: 17th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr S G Evans (21217)	Registered inspector
Mrs J Butler (9428)	Lay inspector
Mrs T Galvin (21020)	Team inspector

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10
WHAT COULD BE IMPROVED	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Trinity Dobcross is a Church of England Voluntary Controlled School with a total of 154 pupils on roll aged from 4 to 11 years. There are also 48 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 is above that expected for children this age. The percentage of pupils identified as having special educational needs - 14 per cent - is below the national average. No pupil has a statement of special educational need. The percentage of pupils entitled to free school meals is below the national average. Two per cent of pupils are from ethnic minority backgrounds. No pupil speaks English as an additional language.

HOW GOOD THE SCHOOL IS

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

What the school does well

- The standards pupils attain by the age of 11 place the school in the top 5 per cent of schools nationally.
- Throughout the school there is a very significant amount of good and very good teaching that positively affects pupils' learning. Support staff greatly enhance the quality of pupils' learning.
- The pupils like school. Their attitudes to school, behaviour, personal development and relationships with one another are very good. 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 that teachers provide for their spiritual development are excellent.
- The headteacher provides very good leadership. She, very ably supported by the deputy headteacher, staff and parents, creates an atmosphere of calm within the school in which pupils are very keen and able to learn. The governors contribute substantially to the effectiveness of the school.

What could be improved

- There are high quality displays around the school and pupils' work in most books is presented neatly. However, many older pupils aged 10 and 11 present their work in an untidy way in their exercise books. This detracts from the overall very good quality of their work.

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 February 1997. 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 is five times greater at 53 per cent. There is now no unsatisfactory teaching - 7 per cent at the time of the last inspection. The monitoring and evaluation of pupils' work is much more effective - a key issue from the last inspection. Teachers plan and prepare work for the pupils more effectively - another key issue from the last inspection. The quality, quantity and use of computers are better. This, and good quality teaching, has led to a rise in standards in information and communication technology. This means the school has addressed a further key issue from the previous report. Teachers with responsibility for particular subjects and phases in the school make a good contribution to the leadership. This is an improvement since the last inspection and meets another key issue. Overall, improvement since the last inspection is very good. The school is very well placed to maintain this improvement and build on it further.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	A*	A	A	B
Mathematics	A*	A	A*	A
Science	A*	A	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. Thus, by the time pupils leave the school they make very good progress. The trend in recent years in the standards attained by pupils who are aged 11 is significantly better than the national trend. Inspection evidence confirms the school's judgement that pupils aged 10 and 11 currently in school do not attain as highly as pupils of this age did in previous years. This is because there is a very much higher percentage of pupils on the register of special educational needs now - 35 per cent - compared with, for example, last year when it was less than 10 per cent. Pupils in the current Year 6 attain well above average compared with very high in previous years. For these pupils this represents very good progress during their time at the school. Children under five make very good progress and attain well above nationally expected standards by the age of five. Pupils aged five to seven continue to make very good progress and by the age of seven attain very highly in relation to the national average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have very good 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 very good. They are polite to each other and to adults, and they look after their own property as well as that of others. There are no exclusions.
Personal development and relationships	Pupils have very good relationships with one another and with the adults in the school. Their personal development is very good. Pupils respect other people's differences, show initiative and willingly take responsibility.
Attendance	The attendance figures for the school are above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
19 lessons seen overall	Very good	Very good	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 5 per cent, very good in 48 per cent, good in 42 per cent and satisfactory in 5 per cent. The quality of teaching in English and mathematics is very good. The teaching has very many strengths and only minor weaknesses. The strengths of the teaching include: the teaching of basic skills; the very good 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. A minor weakness is that expectations of how pupils present their work are not high enough in all lessons. The quality of teaching of pupils identified as having special educational needs is very good. The school meets very well the needs of the highest attaining pupils.

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 stimulating and relevant to pupils aged 5 to 11 years. 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. It is effectively organised to identify pupils who need additional help. This ensures they make similar progress to that of their classmates.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	This provision is a very significant strength on which the school's success is built and is set within a strong Christian ethos. Provision for pupils' spiritual development is excellent. It is very good for their moral, social and 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 pupils have done well and where they need help. Therefore, the school directs support 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 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	The headteacher has a very clear vision of what sort of school it should be, and puts pupils and their achievement first. The headteacher creates a very good team spirit among all staff and there is a definite shared commitment to succeed. All staff feel valued and vital to the success of the school. The deputy headteacher very ably supports the headteacher in creating a climate in which pupils can achieve their best.
How well the governors fulfil their responsibilities	The governors have high levels of expertise and are very well organised and thorough in their approach. They have an excellent grasp of the strengths and weaknesses of the school. They work very closely with the staff in their efforts to maintain high standards.
The school's evaluation of its performance	The school monitors very closely and evaluates very effectively its performance. It knows its strengths and areas that require development, and takes very effective action to secure improvement.
The strategic use of resources	The school manages resources very well and applies the principles of best value very effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Ninety-two questionnaires were returned. This was 46 per cent of those sent out. Eleven parents made a written response. Sixteen 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 are insufficient extra-curricular activities provided by the school free of charge. • Some parents feel their children do not receive the right amount of homework. Some think it is too much and others too little.

The parents think highly of the school and provide very good support for the school, and with regard to their children's learning. Inspectors support the parents' positive views. Teachers provide pupils with opportunities to compete in sports tournaments, musical performances and quizzes out of school hours. Governors also provide a 'mathematical club'. Teachers provide a range of educational visits, including a residential visit, to enhance pupils' learning. The school will examine the feasibility of extending the range of out-of-school activities it provides for the pupils. Inspectors judge that the homework provision enhances pupils' learning. Also, the school strives to attain the right balance in the amount of homework set, and succeeds in the view of most parents.

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. Children aged five attain standards well above national expectations. In the 2000 national tests, standards in reading and mathematics achieved by pupils aged seven are very high compared to the national average and in comparison to what pupils achieve in schools similar to Holy Trinity Dobcross. In writing, they achieve standards well above the national average. Inspection evidence confirms these high standards. Eleven-year-olds attained very high standards in mathematics and well above the national average in English, and do much better than pupils in similar schools. Inspectors found pupils aged 10 and 11 currently in school do not attain as highly as pupils of this age did in previous years. This is because there is a very much higher percentage of pupils on the register of special educational needs now - 35 per cent - compared with, for example, last year when it was less than 10 per cent. Pupils in the current Year 6 attain well above average compared with very high in previous years. For these pupils this represents very good progress during their time at the school.
2. The very good quality of teaching is one of the main reasons for the high standards. Lessons are interesting and stimulating and, therefore, pupils enjoy literacy and numeracy. Consequently, they show very good attitudes to their learning. This complements very well the very good teaching to produce high standards of attainment.
3. Pupils write with great flair and imagination in response to different texts. In work based on *Theseus and the Minotaur*, a Year 6 pupil wrote: 'I awoke with a strange lurching sensation in my stomach'. Another pupil wrote: 'All of a sudden I saw it, a blood covered monster, it was as big as a giant and as ferocious as an angered lion'. A Year 6 pupil created great suspense in his writing by using, at a key point in the story, the words: "‘Help, I’m claustrophobic”, screamed Jez. He was sweating all over, for once in Jamie's life he felt sorry for Jez'. Narrative writing is also a strength. A Year 3 pupil wrote: 'The door handle began to turn gradually and mum appeared in the room slowly'. Year 2 pupils wrote interesting and correctly punctuated accounts of their trip to Formby. For example, a pupil wrote: 'We collected shells, egg cases and sand-worm casts'.
4. Pupils write extremely well for a range of purposes. Year 2 pupils complete book reviews, Years 3/4 pupils produced books that were read to reception children on 'World Book Day' and Year 2 pupils wrote postcards as part of their geography work. Poetry work is prominent in their literacy work. Poems of very good quality are entitled 'Somewhere in our school today'. One of these poems began: 'Someone being rather arty. A vital game of benchball going on in PE'. Pupils produce very good quality illustrated stories entitled 'The Bully'.
5. The quality of work is so good because teachers have high expectations of the work they expect from the pupils. Pupils respond by doing their best. Teachers usually mark pupils' work constructively with comments that pupils use to improve their work. They choose texts that interest the pupils and motivate them to write. Teachers' knowledge and understanding of how to teach the subject are 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, teachers give pupils time to write at length because they teach the guided reading

segment of the literacy hour at a separate time. This has a positive effect on the quality of pupils' writing and does not detrimentally affect reading standards.

6. Pupils' high standards of writing are reflected in their use of literacy skills in other subjects. Pupils wrote news reports as part of their studies about the Ancient Greeks: '... in keen expectation to see this magnificent so-called gift from the Greeks'. In science, Year 2 pupils compile menu plans as part of their science work. In Year 1, pupils label diagrams in science and write captions for photographs as part of their history work. The same pupils wrote thank-you letters following their visit to a local museum. Pupils use extensively their information and communication technology skills to present their written work.
7. Teachers develop pupils' reading skills very well. Pupils show a clear understanding of what they have read. They are confident readers; for example, Year 6 pupils read very confidently their research into the pros and cons of a ban on fox hunting. They show very good intonation and expression.
8. 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. They develop their ideas thoughtfully. This was very evident in a Years 3/4 personal and social education lesson. Through thoughtful suggestions and relating playground incidents, pupils examined their behaviour and its effect on others. They listened very respectfully to one another and in their comments and ideas exhibited a high level of maturity.
9. 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 algebraic equation work. They work quickly and accurately involving negative numbers, area, volume and probability. Importantly, teachers ensure pupils have a very good grounding in basic mathematical skills.
10. Through skilled questioning teachers ensure pupils 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 1. They add and subtract numbers to 20, count in twos, threes, fives and tens to 100. These high expectations are evident throughout the school.
11. Two other very important factors contributing to the school's success in mathematics are the very effective use of 'booster classes' - this is also the case for English - and the excellent mathematics club for Year 6 pupils. The quality of teaching in the booster class is very good. A deliberate and methodical approach ensures all pupils grasp each concept before moving on. The teacher provides clear and consistent guidance to encourage pupils' progress. In response, pupils persevere and show a great willingness to succeed. The mathematics club is run on one evening per week during the spring term. It is organised by a parent member of the governing body and the vast majority of Year 6 pupils attend. Through mathematical games and investigations, pupils extend considerably their mathematical knowledge and understanding. This club not only raises standards of attainment, but also enriches pupils' mathematical experiences.
12. Teachers ensure pupils' use and extend their numeracy skills in other subjects. For example, in a Year 1 science lesson pupils used their skills of weighing to measure

accurately the right amount of rice to put in a container. In design and technology, Years 3/4 pupils measure accurately in the production of models of Trojan horses of outstanding quality. Pupils completed this work for homework and they received very good support from their parents. In art, Years 4/5 pupils use their knowledge of symmetry to produce Islamic designs of very good quality.

13. Children in the nursery talk readily to visitors and read confidently their attempts at writing. Children, during role-play, use a good range of vocabulary to explain what they are doing. For example, a child shining a torch in a corner of the room said, 'I am looking for dark places. There are shadows on the ground'. These good speaking skills are a result of the nursery staff's strong emphasis on developing children's speaking skills. Staff intervene from time to time in the children's play to ask questions to develop children's thinking and extend the range of words they use. Staff are very skilled questioners and provide a wide range of very interesting activities for the children. This positively affects children's learning and leads to high standards. Parents are encouraged to bring their children into the class at the start of the session. Thus, parents help to settle their children and also spend some time seeing what their children are doing in school. Parents are very supportive of their children's learning. For example, when a child made a good attempt at writing her name the parent encouraged her further through effective use of praise.
14. Children in the reception class count to 100 in tens. In response to skilled questioning by the teacher, pupils extend their knowledge and understanding of number. For example, the teacher asked, 'Have you any ideas about how I could split 6?' The children responded with $3 + 3 = 6$ and $4 + 2 = 6$. The teacher matches work carefully to the varying needs of children. Lower-attaining children record their work pictorially and higher-attaining children record their work as 'sums'. Because of this very good teaching the children attain standards well above national expectations by the age of five.

Throughout the school there is a very significant amount of good and very good teaching that positively affects pupils' learning. Support teachers and staff greatly enhance pupils' learning.

15. Throughout the school, teachers plan and prepare interesting lessons. In classes that are taught by two teachers - one in the morning and one in the afternoon - the teachers work very closely to produce joint planning. The teachers complement each other extremely effectively. These 'job-shares' positively affect pupils' learning and the standards they attain. Throughout the school, teachers' lesson plans show 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 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. Reference is made earlier in the report to the use of literacy and numeracy skills in other subjects. Year 1 pupils extend their learning in art by using information and communication technology skills. They use an art package to reproduce pictures of people. Year 2 pupils word process invitations to the Christmas production and poems entitled 'My Dad'. They access the Internet to find information about lighthouses and use their information and communication technology skills to represent their findings regarding a holiday survey. All this is part of their geography topic. As part of their mathematics work on right angles they program a floor robot to complete a complex journey on a floor map. Pupils aged 7 to 9 access the Internet to find information to extend their learning about canals.

16. 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 high expectations of good behaviour that is ever-present in the school. This emanates from the calm atmosphere in the school that is generated by the headteacher and supported by all the staff.
17. Teachers use the results of the assessment of pupils very effectively to match work to pupils' varying needs. This is very evident in the work set for pupils in the 'booster classes' and for pupils with special educational needs. The marking of pupils' work is 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.
18. 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. They have a good knowledge of their own learning. 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. Pupils' learning in information and communication technology is enhanced by the use of skilled support staff for part of the week.
19. Members of support staff assist pupils' learning very effectively and contribute very positively to pupils' progress. Pupils identified as having special educational needs made good progress in a group activity because the support staff used their individual education plans very effectively. This meant the work pupils were expected to do was matched accurately to their specific needs. The work was sufficiently challenging as it moved from what the pupils knew on to new and harder work at an appropriate rate. The very good quality of relationships, both among pupils and between staff and pupils, ensured pupils attempted new work with confidence and high self-esteem. This was very evident in a Year 4 geography lesson when the classroom assistant provided very good support for a lower attaining group of pupils.
20. Children make a very good start to school. This is because of the very good quality of teaching and learning in the nursery. This is built on very well in the reception class. The teaching is based upon very good planning, which identifies clear learning targets in all areas. Groups of children are organised and resourced very well and this fosters the purposeful working atmosphere and very good behaviour of the children. Children show increasing levels of concentration, initiative and independence for their age because the staff encourage this. There are very good assessment procedures for tracking children's progress and staff use these successfully to plan the next step in children's learning. Support staff are deployed very effectively in lessons and make a very positive contribution to pupils' learning. The teachers and support staff have high expectations of what children can achieve and this has a positive impact on children's learning.

The pupils like school. Their attitudes to school, behaviour, personal development and relationships with one another are very good. This also very positively affects the pupils' very good quality of learning.

21. Most pupils' attitudes to their learning are very good. Pupils in all year groups listen to their teachers carefully. They usually 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. This was very evident during discussions in a Year 6 lesson about the banning of fox hunting. Their very good attitudes to learning are exemplified by almost 100 per cent attendance at the after-school mathematics club. 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.
22. 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, children were completely focused on their work. The outcome was work of a very high standard.
23. 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 usually 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. At the end of playtime pupils line up with minimum fuss and the 'classroom managers' lead their classes in a very responsible manner. Pupils are polite and courteous to adults and each other.
24. Relationships throughout the school are very good. 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 high regard for their teachers. Pupils are trustworthy and respect school property and personal belongings. They show initiative and are keen to take responsibility. During a playtime three older pupils organised a 'dancing club' for younger pupils. Pupils throughout the school are keen to show their work to visitors and are keen to talk about it. Pupils aged 7 to 11 take increasing responsibility for their own learning. They move from one task to another without the teacher reminding them. Pupils willingly accept responsibility for, among many things, organising playtime equipment and operating the overhead projector in assemblies.

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.

25. The quality and range of learning opportunities for children under five years of age and for pupils aged 5 to 11 are very good. The school fully meets statutory requirements. Teachers draw on the schemes of work to produce 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. Teachers' planning provides 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, art and design are used very

effectively in the topic about Ancient Greece. Teachers provide pupils with first-hand learning experiences; for example, they visit a river that runs close to the school so that pupils understand certain river features more clearly.

26. Equality of access and opportunity for all pupils is evident throughout all planning. Careful planning ensures pupils in the mixed-aged classes do not repeat work unnecessarily. The school's provision for special educational needs 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 Years 3/4 mathematics lesson, a pupil identified with very specific special educational needs played a fully inclusive part in the lesson because there was appropriate support provided by skilled staff.

There is a strong emphasis on provision for pupils' spiritual, moral, social and cultural development. The experiences that teachers provide for their spiritual development are excellent.

27. The provision makes an 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 that pupils attain very high standards of behaviour and personal development.
28. Teachers give pupils many opportunities for reflection in lessons and the daily assemblies. In a Year 1 lesson, pupils listened in awe to a story read exceptionally well by the teacher. Pupils then reflected on the content of the story and talked very sensibly about their own ideas for a story. In assemblies, pupils have quiet moments of reflection during time set aside for prayers, and throughout assemblies a lighted candle acts as a focal point. A teacher's paintings were used expertly for pupils to look at how talents are used to reflect the beauty of life. Throughout assemblies pupils listen respectfully and there is a real sense of reverence during poetry and prayer readings. 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. This is very evident in the very successful management of pupils identified with emotional and behavioural difficulties.
29. The curriculum provides very good opportunities to work co-operatively and collaboratively. This was demonstrated to very good effect in a Years 3/4 physical education lesson. Pupils worked very well together in pairs to produce mirrored movements of good quality. Pupils are given a variety of responsibilities related to school organisation. Year 6 pupils have 'learning partners' whereby pupils help one another to move towards their learning targets. The school provides a wide range of educational visits, including an annual 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

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.

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 African music. There are good quality pastel pictures of African landscapes. It is also evident that consideration is given to developing pupils' understanding of the ethnic diversity of our society. They study other faiths and visit other places of worship, for example a synagogue. To extend opportunities for pupils further to develop their knowledge and understanding of multi-cultural and multi-ethnic Britain the school is twinned with a school in the local authority that has a very high proportion of ethnic minority pupils.

The headteacher provides very good leadership. She, very ably supported by the deputy headteacher, staff and parents, creates an atmosphere of calm within the school in which pupils are very keen and able to learn. The governors contribute substantially to the effectiveness of the school.

30. The headteacher ensures very clear direction for the work and the development of the school, which it accomplishes through very effective self-evaluation. She provides a very calm, influential and supportive leadership. This sets a first-rate climate for learning that includes very good attitudes to work and harmonious relationships, and a strong commitment to high standards. She sets the tone for the school in terms of clear expectations in spiritual, moral, social and cultural development of the pupils within a strong Christian ethos. She makes it a priority to value everyone within the school community and ensure they develop their full potential.
31. The deputy headteacher and all staff very ably support the headteacher. For example, the teacher with responsibility for special educational needs provides very good leadership. There exists a very good team spirit among all the staff and there is a shared commitment to maintain the high standards. This creates a very positive ethos, which reflects the school's commitment to a very effective atmosphere for learning, very good relationships and equality of opportunity for all. The headteacher and staff very actively encourage parental involvement in the pupils' learning and value highly their contribution. There is a strong school/home partnership. Parents make a significant contribution to the progress their children make in school. The school is very much part of the local community and has close ties with local organisations, including the local church.
32. The chair of governors provides very good leadership. The governors have high levels of expertise and are very well organised and thorough in their approach. They are open to new ideas and adapt quickly. This enables them to take opportunities when they arise, for example they bid for 'seed money' for projects. The governors account very well to parents. The governors are active in the life of the school and keep themselves very well informed about what is going on in school. They make regular visits and report back to meetings of the governing body. They have a very clear picture of how the school performs.

WHAT COULD BE IMPROVED

There are high quality displays around the school and pupils' work in most books is presented neatly. However, older pupils aged 10 and 11 present their work in an untidy way. This detracts from the overall very good quality work.

33. The headteacher's and teachers' high expectations for the quality of work they expect from the pupils are evident throughout the school. There are attractive displays of pupils' work in the corridors and classrooms. Much of the work in their exercise books is of good quality. This care in presentation ensures greater accuracy of work and makes it easier for the reader to follow. The quality of the presentation of work by older pupils in the school is not of consistently high quality. This can lead to a culture in which accuracy is not important and work that is not the best will do. This very much goes against the general ethos that pervades the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. In the context of a very successful school in which there are many very good features the headteacher and staff, with the support of the governing body, should:
- ensure the oldest pupils in school present their work as well as they can to reflect the high expectations the school has for standards of work (paragraph 33).

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	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
5	48	42	5	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)	24	154
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	14	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	9	9
	Girls	14	14	14
	Total	23	23	23
Percentage of pupils at NC Level 2 or above	School	100 (86)	100 (95)	100 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	9	9	9
	Girls	14	14	14
	Total	23	23	23
Percentage of pupils at NC Level 2 or above	School	100 (95)	100 (100)	100 (100)
	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	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	10	11	11
	Girls	9	9	10
	Total	19	20	21
Percentage of pupils at NC Level 4 or above	School	90 (92)	95 (88)	100 (96)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	11	11
	Girls	9	9	9
	Total	20	20	20
Percentage of pupils at NC Level 4 or above	School	95 (80)	95 (80)	95 (84)
	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	0
Bangladeshi	0
Chinese	0
White	151
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	23.7
Average class size	25.7

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	52.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	1
Total aggregate hours worked per week	35

Number of pupils per FTE adult	12
--------------------------------	----

FTE means full-time equivalent.

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.

Financial information

Financial year	1999-2000
----------------	-----------

	£
Total income	381,711
Total expenditure	380,334
Expenditure per pupil	2,113
Balance brought forward from previous year	26,636
Balance carried forward to next year	27,500

Results of the survey of parents and carers

Questionnaire return rate 46%

Number of questionnaires sent out

200

Number of questionnaires returned

92

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	25	2	1	0
My child is making good progress in school.	54	41	2	1	2
Behaviour in the school is good.	61	35	2	2	0
My child gets the right amount of work to do at home.	42	38	15	2	3
The teaching is good.	61	34	1	1	3
I am kept well informed about how my child is getting on.	52	38	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	68	22	10	0	0
The school expects my child to work hard and achieve his or her best.	64	35	0	0	1
The school works closely with parents.	45	49	5	0	1
The school is well led and managed.	52	40	2	3	3
The school is helping my child become mature and responsible.	59	37	2	0	2
The school provides an interesting range of activities outside lessons.	32	17	24	16	11