

INSPECTION REPORT

ST PAUL'S PRIMARY SCHOOL

Spalding

LEA area: Lincolnshire

Unique reference number: 120423

Headteacher: Mr R Laurie

Reporting inspector: Mr A S Kingston
21585

Dates of inspection: 3 - 7 April 2000

Inspection number: 189047

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
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Queen's Road Spalding Lincolnshire
Postcode:	PE11 2JQ
Telephone number:	01775 723326
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Lewis
Date of previous inspection:	1 – 4 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr A S Kingston	Registered inspector	Science; Geography; Physical education.	The school's results and pupils' achievements; How well the pupils are taught; How well the school is led and managed.
Mrs B Moore	Lay inspector	Equal opportunities.	Pupils' attitudes, values and personal development; How well the school cares for its pupils; How well the school works in partnership with parents.
Mr P Clark	Team inspector	Mathematics; Information and communication technology; Art; Design and technology; Areas of learning for children under five.	
Mr R Linstead	Team inspector	English; History; Music; Religious education; Special educational needs.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

QED
Reginald Arthur House
Percy Street
Rotherham
S65 1ED

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's Primary School having 210 pupils on roll is about the same size as the average primary school. None of the pupils has English as an additional language. There are three Key Stage 1 classes of single age groups, three Key Stage 2 classes of mixed age groups and a nursery which accommodates 52 children on a part-time basis. Children enter the nursery when they are three years of age and they transfer to the reception class at the beginning of the year during which they become five years old.

The school is situated in the north-east part of the market town of Spalding in Lincolnshire and serves an area of mostly local authority and housing association properties. Just over 23 per cent of pupils are known to be eligible for free school meals. Although this is only slightly above the national average there are a further and significant number of pupils who come from low income households. Forty-eight pupils have been identified as having special educational needs. This represents 23 per cent of the school's population and this is slightly above the national average. Five of these pupils have statements of special educational needs, an above average proportion

Attainment of the majority of four-year-olds when they start school is well below that expected for children of this age.

HOW GOOD THE SCHOOL IS

St Paul's Primary School achieves standards that are at least as good as they should be. Pupils have good attitudes. Almost all the teaching is at least satisfactory and much is good or better. The school has developed a curriculum that meets the needs of individual pupils, provides opportunities which benefit pupils and a system of care which meets particularly well the needs of pupils with special educational needs. The school keeps parents informed about their child's progress and enlists their support. 'The Friends' of the school are particularly supportive and have raised substantial funds to enhance the quality of learning resources available to the pupils. The school has made satisfactory progress since its last inspection and is well positioned to respond to the challenges it faces. It is inclusive in its policies, outlook and practices, and is led and managed in a cost-effective way, providing at least satisfactory value for money.

What the school does well

- Teachers employ an effective range of teaching methods. The quality is particularly good and effective in Key Stage 1.
- The management of pupils, particularly those with behavioural problems, is good and effective.
- The use of time, support staff and learning resources to improve the standard of education provided for its pupils and the standards of attainment they achieve are very good
- Throughout the school there is good provision for pupils with special educational needs.
- Provision for extra-curricular activities is very good.
- The provision for personal, social and health education is very good.
- Provision for pupils' moral, social and cultural development is good.
- The procedures for child protection and for ensuring pupils' welfare are good.
- The school's links with parents are very good.
- There is a good, caring and supportive ethos.

What could be improved

- Whilst the trend in the school's National Curriculum points for English, mathematics and science is broadly in line with the national trend, the proportion of pupils achieving the average and higher levels at both key stages, but particularly at Key Stage 2, is not high enough.
- The role of co-ordinators in the monitoring of teaching, the effective implementation of schemes of work and the standards achieved by pupils is insufficiently developed throughout the school to have a direct impact on the standards attained by pupils.
- Assessment throughout the school is not used sufficiently well to inform future planning and to ensure that the progress pupils' make is consistent as they move through the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1996 the school has implemented the action plan drawn up to deal with the issues raised. Whilst making significant progress in some areas pointed out in its last report progress in others has been limited.

The quality of the nursery provision has been improved and children now receive a rich and stimulating introduction to school. The quality of teaching throughout the school has improved significantly with 93 per cent of lessons observed being satisfactory or better with 54 per cent being good or better. However, the rate of progress which pupils make in English, mathematics and science is too slow and inconsistent between classes. As a consequence, the standard of attainment in all these subjects is still too low and needs to be raised still further. The implementation of the National Literacy Strategy and the National Numeracy Strategy has helped to make improvements in classroom management and organisation and they are beginning to have a positive impact on standards of attainment. The school has undertaken a full review of the curriculum and teachers are now guided and supported by clearly written schemes of work for all subjects of the National Curriculum and religious education. However, the schemes do not always clearly identify what pupils should know in each year group as they progress through the school. The provision for information technology has improved significantly and it is now a strength of the school. The role of subject co-ordinators, through staff development and guidance from the local education authority has developed well in literacy and numeracy. Co-ordinators do not as yet work with and support other teachers in the classroom and their impact is, therefore, limited.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	D	E	E	D
Mathematics	C	E	C	B
Science	D	E	D	C

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

The information shows that the standard in mathematics was in line with the national average; science was below the national average; and English was well below the national average. When compared with similar schools the standard in mathematics was above average; science was average; and English was below average.

The trend over three years indicates that the school's rate of improvement is broadly in line with the national trend for English, mathematics and science.

In English a strength of the work seen is the development of pupils' confidence in speaking. In mathematics a strength of the work seen is the planning and organisation for the teaching of mental computational strategies. A particular feature of the standards of work seen in science is the confidence with which pupils carry out their investigative and experimental work.

The school has set targets for the Year 2000 National Curriculum tests for Key Stage 2 pupils. In English the target per cent of pupils expected to achieve the national average (Level 4) is 66 per cent. In mathematics it is 71 per cent. It is the view of the inspection team that these targets set by

the school are insufficiently challenging and do not take into consideration the improving quality of teaching or the potential of many of its pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school and involve themselves in a wide range of curricular and extra-curricular activities.
Behaviour, in and out of classrooms	Satisfactory overall. The good and courteous behaviour of the majority of pupils is marred by a small but significant minority of pupils who misbehave in the classroom and communal areas of the school.
Personal development and relationships	Good. Pupils willingly accept roles of responsibility, show initiative and form constructive relationships with one another, teachers and other adults in the school.
Attendance	Satisfactory. It is in line with the national average.

Pupils are confident and trustworthy. They use the wide range of learning resources very responsibly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Satisfactory	Good	Satisfactory

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.

Overall, the quality of teaching in Key Stage 1 is better than that in Key Stage 2.

Teaching is at least sound or better in 93 per cent of lessons. It is good in 35 per cent of lessons and very good in 20 per cent of lessons. The classes in which good teaching was observed ensured that the expectations of pupils are appropriately high, tasks are well matched to what they know already and the steps to learning are clearly identified. This quality of teaching enables pupils to make good progress. There was unsatisfactory teaching in 7 per cent of lessons, owing to a lack of challenge in the work provided and a limited range of strategies used to manage the difficult behaviour of a minority of pupils.

The quality of teaching in English is satisfactory. In mathematics it is good.

The overall quality of teaching the skills of literacy is satisfactory. Staff teach reading and writing skills well at key Stage 1. The quality at the beginning of Key Stage 2 is unsatisfactory and results in lower standards by the end of this key stage. The implementation of the National Numeracy Strategy since September 1999 has had a direct and positive impact on pupils' mental skills and proficiency. The high quality mathematics displays throughout the school present a high profile for this subject and rightly celebrate the success of the pupils.

The school supports the learning of pupils with special educational needs well. The school meets the needs of pupils with statements of special educational needs very well. The school is designated a centre of excellence for its provision for hearing impaired pupils. The challenge the school offers to higher attaining pupils is, however, insufficient. Consequently the proportion of pupils achieving the average and higher levels of attainment in all the core subjects is below that of similar schools.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and provides very good opportunities for pupils to engage in a wide range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs including those with statements of special educational need is good. The pupils make good progress towards most of the targets in their individual educational plans. They receive very good support from their teachers and classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual development is satisfactory. Provision for moral, social and cultural development is good. Staff are very good role models and they are successful in establishing a moral code as a basis for behaviour which is promoted through the life of the school. Pupils know right from wrong, take responsibility within the life of the school and show an appreciation of their own and other's cultural traditions.
How well the school cares for its pupils	The procedures for monitoring pupils' academic performance and personal development are good. The school ensures the health, safety, care and protection of all its pupils and has very effective strategies in place to promote good attendance and behaviour. The procedures for assessing pupils' academic attainment and progress are satisfactory. The use of these assessments to inform future planning is, however, unsatisfactory.

The school values its very good partnership with parents. This aspect has improved since the last inspection and parents now make a positive contribution to the life of the school and the richness of pupils' experiences. Parents are satisfied with what the school provides and achieves. This is supported by the responses in the returns of the parents' questionnaires which identifies that 98 per cent feel comfortable about approaching the school with questions or problems, 96 per cent are satisfied that the school expects children to work hard and achieve their best and 87 per cent are satisfied with their child's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The head teacher provides clear educational direction for the work and development of the school. The aims are explicit and are reflected in the work of the school.
How well the governors fulfil their responsibilities	Good. Governors fulfil their statutory duties and have a good understanding of the school's strengths and weaknesses. Educational priorities are supported through careful financial management and funds allocated to the school for specific purposes are spent appropriately.
The school's evaluation of its performance	Satisfactory.
The strategic use of resources	Overall, the use of staffing, learning resources and accommodation is good.

There is satisfactory provision of teaching staff with a range of subject expertise to meet the requirements of the National Curriculum and the needs of pupils. However, in lower Key Stage 2 the progress of pupils slows down and this impacts adversely on the continuity and progression of pupils' learning. The accommodation is good. Recent modifications to the accommodation in Key Stage 1

have improved the teaching and learning environment. The quality and quantity of resources to support teaching and learning are satisfactory. The provision of an exciting and stimulating range of fiction books to develop personal reading at Key Stage 2 is, however, limited.

The role of subject co-ordinators is well defined. However, although systems are now in place to provide them with appropriate time to influence the quality of teaching and learning, particularly in English and mathematics, the process is in its early stages of development and has not yet sufficiently affected standards.

The procedures for financial control are good. There are clearly stated and well understood powers of financial delegation. These are strictly adhered to and ensure that the school follows and benefits from the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The behaviour of the children in and around the school. • The quality of the teaching. • The way the school deals with parents who approach the school with questions and problems. • The expectations the school has of their children. • The way the school is led and managed. • The way the school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The information sent to parents about how their children are getting on in school.

The inspectors' evidence and judgements support the parent's and carers' views on what most pleases them about the school.

The school sends to all parents a detailed report on their child's progress and there are two formal occasions when parents are invited to discuss their children's work with staff. Teachers are also available to meet parents informally at the start and end of each day. These arrangements are sufficient to keep parents well informed about their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry into the nursery, the attainment of most children is well below that normally expected for three-year-olds. The majority of children have very limited language, literacy, mathematical, personal and social skills. Provision for children under five is good and promotes the desirable learning outcomes based around the six areas of learning for children under five. Teachers and other adults who work in the nursery and reception class rightly place a high priority on developing children's language, literacy, mathematical, personal and social skills.
2. Children are given a good start to their education in the nursery. By the age of five, however, most children are still working below the levels expected in most areas of learning. These include language and literacy, mathematics, knowledge and understanding of the world and their creative development. Children's progress in their personal, social and physical development is at least good and attainment matches what might be expected for their age.
3. In the 1999 National Curriculum tests for seven-year-olds, pupils' results were broadly in line with the national average in writing, below the national average in reading and well below the national average in mathematics. The proportion of pupils reaching the higher levels was also well below average. In science, teacher assessment shows that pupils' attainment is broadly in line with the national average. When compared with similar schools pupils' attainments in writing are broadly in line with the average. In reading and mathematics they are below average.
4. In the 1999 National Curriculum tests for eleven-year-olds, pupils' results were broadly in line with the national average in mathematics, below the national average in science and well below the national average in English. When compared with similar schools pupils' attainments in mathematics were above average. In English and science they were below average.
5. Inspection evidence confirms these results and also, importantly, notes a trend of improvement being brought about by the positive impact of the literacy and the numeracy strategies together with improvements in the quality of teaching.
6. Although pupil attainment in speaking and listening is below the national average the progress they make is good. They grow in confidence, willingly speak to large audiences and listen attentively to others. In reading, the progress pupils make at Key Stage 1 is at least good. At Key Stage 2, however, the rate of progress is not maintained and is unsatisfactory. In writing pupils make good progress at Key Stage 1. At Key Stage 2, the unsatisfactory progress pupils make in their reading has an adverse impact on their writing skills. In turn, this has a significant impact on their achievements in the National Curriculum tests at the end of Key Stage 2 in both English and science.
7. Pupils' literacy skills are used to support work throughout the curriculum. They can employ a variety of styles of writing to meet learning needs in other subjects such as science, geography and history. Teachers appropriately emphasise the

development of pupils' speaking and listening skills, particularly by giving class question and answer sessions a high priority. However, pupils' limited literacy skills have an adverse effect on the development of writing skills.

8. Pupils make good progress in mathematics and by the end of Key Stage 2 their attainment is in line with the national average. Pupils' numeracy skills have been supported effectively by the introduction of the National Numeracy Strategy. As a result, pupils' use of mental arithmetic is much improved and is a strong feature of the subject. The strong emphasis placed on mental calculation together with effective staff training and the purchase of additional resources, has been instrumental in raising attainment.
9. Pupils' numeracy skills are used to support work throughout the curriculum. In science, for example, pupils can draw, read and interpret a range of graphs and in geography they can use scales and co-ordinates very effectively.
10. The majority of pupils make overall satisfactory progress in science. Particularly good progress is, however, made throughout the school in their investigative and experimental work. Pupils apply this aspect of the science curriculum particularly well to life processes and living things, materials and their properties and light and sound. Pupils' attainment in reading and writing, however, impacts adversely on the results they achieve in the National Curriculum tests at the end of Key Stage 2.
11. Pupils make sound progress in information technology and the standard of attainment by the end of both key stages is in line with national expectations. Information technology is used well to support English, mathematics, art and history. The school has made good progress in substantially upgrading its range of hardware and software, the use of which is supported very effectively by the implementation of an effective policy and scheme of work.
12. In religious education pupils make sound progress and, by the end of both key stages, pupils' knowledge and understanding matches the expectations of the locally agreed syllabus.
13. Pupils make sound progress in art, design and technology, geography, history and music. Good progress is made in physical education.
14. Pupils with special educational needs made good progress in most lessons and attain well in relation to their individual targets.

Pupils' attitudes, values and personal development

15. At the time of the last inspection behaviour was judged to be satisfactory and this has been maintained. Where lessons are well structured behaviour is usually good. There are, however, occasions when behaviour is very challenging. This type of behaviour has resulted in one exclusion until the end of the Spring term. The majority of pupils have a good attitude towards school and their enthusiasm for school is good. The behaviour of pupils on educational visits and on occasions such as the weekly swimming lessons at the local swimming pool is very good. Pupils form good relationships with one another and with adults. They are courteous and polite and welcoming to visitors. They are eager to talk about their school and their work

16. From early in their school life children's personal development is good. Pupils take responsibility for some of the daily routines of the school. Even the very youngest collect and return registers to the school office. In a sharing assembly pupils demonstrated how proud they are to show their achievements to others. Pupils respond well to the success of others and show appreciation of the efforts of others.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is satisfactory overall. Very good teaching was observed in two out of ten lessons, good in almost four out of ten lessons, satisfactory in four out of ten lessons and unsatisfactory in under one in ten lessons. This quality of teaching is a significant improvement since the last inspection.
18. The best teaching observed was in Key Stage 1 where, of all the lessons seen, the quality of teaching was good or better in seven out of ten lessons and was never less than satisfactory. Good teaching was a feature in four out of ten lessons in the upper Key Stage 2 classes. The best teaching, especially at Key Stage 1 was characterised by appropriately high expectations of behaviour and attainment, well planned activities based on accurate assessments of pupils' needs and capabilities and the very productive use of time resulting in good progress being made by all pupils. A further and very notable feature is the appropriate references made to previous work to consolidate learning and to help pupils to understand the context of the lessons. Throughout the school, teachers present their lessons well with due regard to the accurate use of English. A significant strength of the teaching throughout the school to boost pupils' speaking and listening skills and to extend their language skills is the effective and purposeful use of questioning, the well planned personal interactions which teachers have with pupils during group work and the effective use of plenary sessions. The weakest teaching observed was characterised by inappropriate planning, a lack of focus during the lesson times, insufficient pace, challenge and differentiation of work and, at times, a lack of appropriate admonishment and behaviour management strategies to curb the responses of a small but significant minority of disruptive pupils.
19. Throughout the school a wide range of teaching methods is employed effectively. The organisational strategies of whole class teaching, group work and individual teaching are used well. They are, in most lessons, used selectively and effectively to achieve the planned educational outcomes which, particularly in Key Stage 1, are shared with the pupils. For example, the introductory stages of these lessons frequently assess, revise and consolidate pupils' knowledge and set the lessons in the context of previous learning. When pupils have been working in groups it is common practice in the majority of classrooms for each group to report back to the rest of the class at the end of the lesson. This is often well structured and provides a useful opportunity for teachers to emphasise important points. Particularly good examples of this were observed in a Year 5 and 6 class where, in science, groups of pupils reported on their investigations into separating mixtures. Similarly, in a Year 4 and 5 class, pupils enthusiastically explained their hypotheses, predictions and findings on the effects of a number of variables on the pitch, loudness and clarity of sounds made on musical instruments that they had developed and constructed.
20. Long, medium and short-term planning are, overall, satisfactory. However, clear targets for higher attaining pupils, particularly at Key Stage 2, are not included and

this is a weakness. Consequently, although pupils' work is planned to be interesting and does meet the needs of the majority of pupils there are instances where the teachers' expectations of the higher attaining pupils is insufficiently high and the level of challenge offered to them is inappropriately low. The result of this is that not enough pupils reach the higher levels of attainment in English and science by the end of Key Stage 2.

21. Teachers are dedicated, caring and committed. They plan well together and with the headteacher they have worked hard to develop good policies and schemes of work for all subjects of the National Curriculum, the National Literacy Strategy and the National Numeracy Strategy. However, the current provision available to subject co-ordinators to monitor the curriculum other than those responsible for literacy and numeracy makes it difficult for them to ensure that the schemes of work designed to promote progress and continuity throughout the school are being implemented consistently and effectively by all teachers.
22. In all classes relationships are good. However, there are examples, particularly in lower Key Stage 2, where the strategies to manage and control pupil behaviour successfully are insufficiently developed. Consequently disruptions to lessons can occur. The school has accurately identified this difficulty and has implemented an effective plan of action to overcome the problem.
23. Teachers ensure that all pupils have appropriate access to all aspects of the curriculum. The valuable contribution of support staff and parent helpers, particularly in the work to support those pupils with special educational needs also makes a positive impact on the work of the school.
24. The school has a good assessment policy and procedures for monitoring pupils' academic performance. The 'Daily Assessment Diaries' completed by teachers at the end of each day are detailed and informative. However, the information contained within them is not used consistently well throughout the school to inform day-to-day planning and thereby positively influence and accelerate the progress which pupils, particularly the higher attainers, make. Overall, the quality of day-to-day marking is satisfactory although there are some very good examples where comments are constructive and help pupils to improve their performance.
25. Homework, usually in the form of reading, mathematics and spelling is completed well by most pupils. The Home-School reading diaries indicate, however, that not all parents regularly support their child's learning at home. A very positive aspect of the homework completed by Year 5 and 6 pupils was their history research project into the trends, fashions and events of the 1960's. Not only was the standard and quality of this work good, but the pupils employed the research skills learned at school to locate the information and data at the local library extremely well and to good effect. The enthusiasm with which these pupils presented their work to the rest of the school was excellent and acted as a very good example for others to follow.
26. The quality of teaching for pupils with special educational needs, particularly at Key Stage 1, is good. This is because of the well focused support and the expertise and experience of staff who look after them. Support is slightly less effective at Key Stage 2 when teachers do not match work accurately to their ages or previous learning. Throughout the school, teachers manage the few pupils with emotional and behavioural difficulties very well, but at times some of these pupils reduce the

quality of learning in a significant minority of lessons. The quality of teaching for pupils with impaired hearing is excellent. This is because of the expertise of both teachers and support staff. For example, six members of staff trained in basic sign language in order to support pupils in their classes more effectively.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

27. The quality of the curriculum has improved since the last inspection and is now satisfactory overall. This is mainly because there are now detailed schemes of work for all the National Curriculum subjects and religious education. The school's curriculum fully meets statutory requirements for these subjects and for daily collective worship, which is of a broadly Christian character. Children under five follow the nationally approved programme of pre-school work. Pupils now have a satisfactory range and quality of learning opportunities.
28. The school offers particular strengths in personal, social and health education, physical education, extra-curricular provision and the curricular opportunities for all pupils with special educational needs. There is, however, an inadequate provision of appropriate and stimulating range of fiction books at Key Stage 2 and this results in an unsatisfactory programme to encourage and promote the interest in reading for a significant proportion of pupils. With the exception of some aspects of outdoor activities, the curriculum for children under five is good.
29. The school gives just over half the weekly lesson time to English and mathematics, to meet its own and national priorities. A tenth of the week is devoted to science. Teachers share the rest of the time more or less equally amongst the other subjects. These amounts of time are close to national averages, except for religious education, which has less than half an hour a week. Teachers do not provide whole class lessons in information technology aimed at developing specific skills which can be applied, practised and reinforced in a variety of contexts and subjects of the curriculum. All pupils have swimming lessons at some time during their attendance at the school. Pupils' personal, social and health education programme includes sex education appropriate to pupils' ages and needs and the awareness of the dangers of drugs. Throughout the school and especially at Key Stage 1 many subjects are presented very effectively through topics so as to broaden and deepen pupils' knowledge and understanding.
30. The curriculum for children under five covers all the recommended areas of learning. It includes balanced provision for children's personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. It takes account of children's different talents and skills and gives them a sound foundation for work on the National Curriculum at five. The effectiveness of the links between the nursery and the reception class are insufficiently well established to ensure continuity and progression in learning for those pupils who are under five.
31. The curriculum provides well for the learning requirements of pupils with special educational needs and individual education plans are effective in moving pupils forward. The targets identified for some pupils are, however, more specific and precise than others. This results in better teacher planning, matching of work to pupils' needs and increases the rate of success pupils have in reaching their goals.

The school reviews these pupils' progress regularly and appropriately. A particular strength of the school is the way in which it provides for pupils with hearing impairment. Indeed, within the local education authority St Paul's is a designated centre of excellence for hearing impaired pupils.

32. All teachers plan learning successfully to make sure that it is free from bias in relation to gender, ethnicity, or social circumstance. The school does as much as it can to give all pupils equal access and opportunity in all its activities. A very good range of extra-curricular clubs and sports contribute well to pupils' personal, social and cultural development and enhances and enriches their experiences and relationships with other children and adults.
33. The school makes satisfactory use of the National Literacy Strategy and programmes of study. These are significantly improving standards at Key Stage 1 but are not, as yet, impacting as positively at Key Stage 2. This is because of weaknesses in using the strategy at the beginning of this key stage and the reduced effect of the strategy on older pupils. The school teaches mathematics well through the National Numeracy Strategy.
34. The school plans the curriculum appropriately to meet the needs of the different age groups of pupils in each class. A number of classes accommodate pupils from two age groups. The school, therefore, to ensure that all pupils cover all the programmes of study in all subjects, organises the curriculum for all subjects other than English and mathematics in two or four year cycles. This way of structuring the curriculum demands of teachers to be clear and precise in the recording of what exactly pupils have done, at what level and what they have achieved so that all subsequent work is matched precisely to age, prior attainment and experience. Teachers, particularly at Key Stage 2, do not however always adequately meet these demands. For example, at times, pupils repeat some work from earlier years without broadening their knowledge or increasing their skills. As a result, some lessons commonly lack challenge, particularly for the older and brighter pupils.
35. In the course of a school year pupils have opportunities to take part in rounders, rugby, football, netball, subsidised instrumental tuition and booster classes in English and mathematics. There are extra-curricular clubs for recorders, music, craft, chess and sign language. All are well supported by enthusiastic teachers, parents, grandparents and pupils.
36. School teams also enter local school football tournaments. Educational visits and the effective use of the rich local environment, both on and off site enrich the curriculum, particularly in science, history, geography and religious education. The school has sound links with its community and the secondary schools to which most pupils transfer. The school receives a variety of visitors who enrich the curriculum with their expertise and experience. In a Key Stage 1 history lesson, for example, the school nurse and a friend of the school who had nursed in World War II talked to pupils about their experiences. There are good links with the local church and, from time to time, the vicar leads assemblies, teaches science to Year 5 and Year 6 pupils and uses the school to take the parish service into the heart of the community served by the school.
37. The school continues to cultivate pupils' personal development well. There is satisfactory provision for spiritual development. Provision for pupils' moral, social and cultural development is good.

38. Provision for pupils' spiritual development is satisfactory. Visits to the parish church, some assemblies, times of thoughtful class discussion, and religious education lessons give all pupils a growing understanding of major human values and beliefs. For example, the vicar led a very effective assembly on the need for pupils to guard their minds against 'malevolent' messages, which are transmitted through many means encountered in everyday life. Pupils agreed that once bad things, such as some images from television, got into the mind it was hard to get them out. It was therefore important to stop them getting in. Pupils understood the need for this sort of care. Year 6 pupils said they valued the opportunities during class discussion times to speak of matters that concerned them. In the weekly praise assembly nearly all pupils appreciated the personal achievements of those whose learning and discoveries were celebrated. The school has not yet, however, sufficiently developed times for pupils to reflect on their experiences. This deficiency in provision was noted at the last inspection and remains an area for further improvement.
39. The school continues to promote pupils' moral understanding well. All staff are good role models and through example teach pupils how to value others as the school values them. Rules are simple, well understood and effective. Pupils understand their importance. Through story, scriptures and daily conversation, teachers build pupils' understanding of the principles, which separate right and wrong. Younger pupils quickly come to understand the need for helpfulness, kindness and taking turns in the classroom. Good relationships allow teachers to guide each pupil's moral development securely. However, despite the continued efforts of the school, the inappropriate behaviour of a significant minority of pupils shows that some have not taken such guidance to heart. The school's policy is not to limit pupils' access to learning at any time. For example, the library and its computer are available without supervision at lunchtime. As a result of such trust, pupils grow in trustworthiness and dependability
40. The school develops pupils' social skills well. All staff set very good examples of thoughtful speech and action. Teachers now provide many opportunities for pupils to take appropriate responsibilities. These include helping to run assemblies, looking after registers, working with younger pupils, keeping the school tidy, help with computers and giving out books. This is an improvement since the last inspection. Year 5 and 6 pupils showed commendable maturity in presenting their class assembly on aspects of life and culture in the 1950s and 1960s. In a social education lesson they also discussed in detail with the senior midday supervisor as an invited guest how they might improve the quality of lunchtimes. They then added their suggestions to the class "Wheel of Responsibility". Older pupils also benefit socially from their residential visits to environmental centres in places such as Freiston and Sherwood.
41. The school promotes pupils' cultural development well. Through experience of their works and stories of their lives, pupils meet painters, composers and writers in some good quality art, music and English lessons. Religious education and history lessons also broaden pupils' experience of different cultures. The wide range of after school activities allows pupils to develop some early cultural enthusiasms. The school also helps to maintain the local culture and traditions based on the town's annual flower festival in which it takes an active part. The school also arranges an educational visit for each class each year. These have included visits to

Peterborough Cathedral and mosque, a local hall and, for the older pupils, a theatre performance of a musical.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Since the last inspection report this aspect has improved and is now judged to be good. Teachers know and understand their pupils very well and procedures for child protection and for ensuring pupils' welfare are good. The care of pupils through the educational and personal support and guidance is also good. Clear procedures are in place to ensure that all the related matters of health, safety, security and first aid are dealt with to a high standard.
43. Procedures for monitoring and supporting personal development are good. Procedures for the monitoring and improvement of attendance are very good and this is reflected in the improved attendance record since the last inspection.
44. The whole school behaviour policy is carefully monitored and results generally in good behaviour. The effective support of staff makes a very positive contribution to pupils' well being, allowing all pupils to take advantage of the curricular and extra-curricular opportunities offered.
45. The school's arrangements to support, guide and assess the progress of pupils with special educational needs are good. In the nursery, too, arrangements to identify pupils' special educational needs are good.
46. Baseline assessments to identify the needs of individual children when they enter the school are used well. In Key Stage 1 and Key Stage 2 there are satisfactory assessment practices to identify how well pupils are making progress. However, these current approaches to assessment are not applied consistently throughout the school. For example, all teachers keep good and clear records of what pupils have covered in their subjects and what they have learned as a consequence of their experiences. There are good examples of how information gathered from assessments is used to inform planning and set targets for achievement. This was seen in the planning of all subjects in Year 1 and Year 2. However, across the school, assessment information is used insufficiently well to inform curriculum planning, to set clear targets and to identify the simple steps to learning and thus promote and speed up the progress pupils make, especially that of the higher attainers.
47. The school monitors and evaluates National Curriculum test scores in relation to gender to determine the relative achievements of boys and girls. The results of these tests are carefully analysed by the school to identify significant trends and to address the issues raised.
48. Annual written reports to parents provide appropriate information on the subjects of the curriculum and pupils' other achievements. These reports meet statutory requirements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Since the last inspection report the school's partnership with parents has improved. It is now good overall and in some areas very good and a strength of the school. For example, there are very effective links with parents and carers to consolidate pupils' learning in such lessons as numeracy and a small but very supportive group of parents assist in classrooms, visits to the swimming pool and residential visits. These parents make a significant contribution to the life of the school and are a valued and much respected support. Although some parents do not become involved in their children's education the school continues to encourage them in every possible way. Those parents who are involved in the life of the school show a strong appreciation of the opportunities provided by the school. There is an active fund raising body known as the Friends of St Paul's School whose efforts, supported by parents, friends and teachers, have enabled the school to purchase additional equipment which continues to be of great benefit to all pupils. Staff work hard to develop good relationships between school and home and they appreciate the support given by those who help to provide an effective partnership.
50. The quality of information provided for parents through, for example, newsletters, formal and informal meetings with teachers and curriculum evenings, is satisfactory. Parents appreciate the work of the school and feel welcome to discuss concerns or to simply exchange information. This is reflected in the returns of the parents' questionnaire in which 98 per cent of parents indicated that they were comfortable about approaching the school with questions or problems. The proposed format and the contents of the Home-School Agreement were discussed with parents during its formulation. Their views and opinions were considered and reflected in the final draft of the Agreement, which is now well established and understood.
51. The school involves parents well in its arrangements to provide for pupils' special educational needs. Generally, however, parents are not regularly provided with information on what is being taught in lessons and this reduces the opportunity for them to further support their child's learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher provides good leadership and clear educational direction, which is caring, sensitive dedicated and determined. The work of the school is carried out within a context of genuine care and concern for all pupils.
53. Although the results of the National Curriculum tests have fluctuated over the last three years the overall attainment of pupils at the end of Key Stage 2 is below the national average. The school's overall rate of improvement is, however, broadly in line with the national trend. The headteacher, governors and staff, following an analysis of performance data, have linked the fluctuations to the different abilities of year groups. The below average attainment in English and science as determined by National Curriculum tests at the end of Key Stage 2 has been identified as a problem linked to the limited language skills which many pupils bring with them when they enter the school. This is confirmed by the school's baseline assessments which show that pupils do have very limited language skills at the time of entry to the reception class. Inspection evidence confirms this view. The school is taking appropriate and positive action to remedy this weakness and detectable improvements, particularly at Key Stage 1, are apparent to the inspection team.

The main features of the school's action are the monitoring of how the literacy hour is being implemented; staff development targeted at specific areas of the teaching and learning of literacy; an emphasis on speaking and listening skills in all subjects of the curriculum and the effective deployment of classroom support staff. Furthermore, teaching staff who find it difficult to meet the requirements of the National Literacy and National Numeracy Strategies whilst meeting the demands of a small but significant number of pupils who exhibit behavioural difficulties are provided with very effective support by the headteacher.

54. The promotion of pupils' self respect and self-esteem is central to the work of the school. The school is committed to equal opportunities, to the provision of an effective learning environment and the raising of standards of attainment. The school is, however, aware that work still has to be done to ensure that the needs of all pupils of higher attainment are fully met.
55. The headteacher, deputy headteacher and senior members of staff work well as a senior management team and manage the school effectively. Their work and leadership has enabled a very positive ethos to be developed in the school. This is supported by a hard working and committed staff that shares the headteacher's vision. Relationships between adults working in the school are very good. They are very good role models for all pupils.
56. The leadership of the school has responded well to the previous inspection. Actions that were developed have been carefully implemented and monitored. Effective action has been taken on all of the key issues and most other areas of development identified in the last report. The school has, for example, significantly improved the quality of teaching and the role of subject co-ordinators in literacy and numeracy has developed well. The role of co-ordinators in other subjects other than literacy and numeracy is, however, less well developed although they do provide effective curriculum guidance and check the teachers' medium term plans.
57. Curriculum issues identified in the last report have also been addressed. Curriculum planning is now supported by clearly written schemes of work for all subjects of the National Curriculum and religious education. In science, however, there is insufficient detail to enable teachers to plan as effectively as they might and thus ensure that the steps to learning are progressive within classes and continuous between year groups.
58. The role of the governing body has improved since the last inspection. Governors are very interested in, and supportive of, the school. The governors have an appropriate committee structure that enables them to support the headteacher and meet their statutory responsibilities. For example, the chair of governors has a very good understanding of the strengths and weaknesses of teaching staff and the finance committee has a good working knowledge of the school's financial matters and monitors finances very carefully.
59. The school improvement plan is a useful working document, which identifies the progress made by the school and the priorities for the current financial year. Issues to be addressed in future years such as the conversion of the old school kitchen into a classroom are also identified and appropriately planned for, especially with respect to the financial implications. Action plans are based on careful reviews made by the headteacher and senior management team and subsequently involve all other staff. The targets highlighted in the action plan are appropriately linked to

the school's budget, set out timescales and identify who is responsible for monitoring progress and success. As a result, the governors can see how effective the school improvement plan has been. In order to improve further the effectiveness of the monitoring process and thereby enable the school to evaluate better the impact of the school improvement plan on improved quality of teaching and higher pupils' attainment, the headteacher and the governing body recognise the need to develop further the roles of those teachers with subject responsibilities.

60. The high priority given to special educational needs by the senior management team and the governing body, for example in arranging extra support, underpins the progress and achievements these pupils make. The special educational needs co-ordinator liaises well with class teachers and also monitors the quality of teaching and learning for these pupils in the classroom. The headteacher, as co-ordinator for special educational needs, manages funds and teaching provision well. Specific grants to provide well targeted extra support for pupils with special educational needs, including those with statements of special educational needs, are used very effectively.
61. Finances are well managed by the headteacher and governors. Their good financial management provides particularly helpful support to the school. Finances are monitored carefully by the headteacher and the finance committee who meet regularly, being aware of the sensitivity of funding to even small variations in pupil numbers. The chair of the finance committee is well experienced in matters of finance and, together with the headteacher ensures that the school maintains a contingency fund to maintain staffing at appropriate levels. The procedures for financial control are good. There are clearly stated and well understood powers of financial delegation. These are strictly adhered to and ensure that the school follows and benefits from the principles of best value. The school secretary is efficient, monitors day to day spending very carefully and ensures that the daily running of the school is smooth, allowing teachers to concentrate on their teaching. The most recent audit report of the school's finances contained a few recommendations, most of which have been addressed already.
62. Overall provision for staffing is satisfactory. Teachers are appropriately qualified to meet the demands of the National Curriculum, religious education and the areas of learning for the under-fives. Teachers are deployed effectively. Non-teaching and support staff are used very well to support the work of class teachers. They work closely with the teachers and contribute well to the attainment and progress of pupils, especially those with special educational needs. All staff set good examples of cheerfulness, courtesy, respect and teamwork. The caretaker and her staff ensure high levels of maintenance and cleanliness throughout the school.
63. Accommodation and its use is good. The alterations made to the dining room to provide a bright and spacious library and the imaginative creation of work space between the reception class and the Year 1 class enhance the learning environment and these contribute to the value the pupils place on the school. The future development identified in the school improvement plan of converting the old canteen into a classroom to reduce class sizes in Key Stage 2 are exciting, well formulated and clearly thought out. Rooms for resources, spaces for special educational needs and the extremely well cared for grounds are used well to the considerable benefit of pupils.

64. Resources to support teaching and learning of the curriculum are good. In particular, the quality and range of resources for information technology have improved significantly since the last inspection and are used well across the curriculum. The school has a library in which information books are well displayed. Pupils enjoy using the library to browse through books at play and dinner times.
65. The school has an appropriate set of aims that are shared by all staff, governors and parents. The school seeks continuous improvements and is well placed to move forward.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. To improve the quality of education, the governing body, headteacher and staff should:
- (a) Improve the rate of progress made by average and higher attaining pupils in English, mathematics and science by:
- consistently planning lessons in sufficient detail to take account of the specific needs of pupils;
 - planning lessons by clearly identifying what pupils are expected to have learned by the end of each lesson or sequence of lessons;
 - identifying and assessing what pupils have learnt at the end of each lesson or sequence of lessons;
 - using the information gleaned from these assessments to help plan the next stage of learning.
- (Paragraphs: 18; 21; 24; 105 & 112)
- (b) Raise attainment in English by:
- raising the expectations teachers have of pupils;
 - improving the quality and range of reading resources to interest and challenge pupils;
 - increasing opportunities for pupils, especially at Key Stage 2, to read;
 - increasing the opportunities for pupils to develop their writing skills in other subjects.
- (Paragraphs: 20; 79; 84; 86; 88 & 91)
- (c) Raise attainment in science by:
- ensuring that all teachers plan for what pupils will learn based on what they have done before;
 - increasing the opportunities for pupils to develop, through scientific enquiry, appropriate reading and writing skills to enable them to better cope with National Curriculum testing at Key Stage 2.
- (Paragraphs: 110 & 112)
- (d) Improve the role of subject co-ordinators to monitor and evaluate the quality of teaching, the standard of pupils' attainments and their rate of progress as they move through the school. (Paragraphs: 21, 56 & 113)
- (e) Ensure that the information gained from the school's good assessment procedures is used to inform future planning within classes and between year groups so that the rate of progress pupils make is improved and consistent with their potential. (Paragraphs: 24, 46 & 93)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	35	38	7	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)	26	210
Number of full-time pupils eligible for free school meals	0	35

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	5.4
National comparative data	5.4

Unauthorised absence	%
School data	0.6
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
	1999	7	15	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	6	4
	Girls	13	13	13
	Total	18	19	17
Percentage of pupils at NC level 2 or above	School	82	86	77
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	5	5
	Girls	13	13	15
	Total	19	18	20
Percentage of pupils at NC level 2 or above	School	86	82	91
	National	82 (81)	86 (85)	87 (86)

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
	1999	20	9	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	13	15
	Girls	5	5	6
	Total	14	18	21
Percentage of pupils at NC level 4 or above	School	48	62	72
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	12
	Girls	5	5	5
	Total	13	16	17
Percentage of pupils at NC level 4 or above	School	45	55	59
	National	68 (65)	69 (65)	75 (71)

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	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	152
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	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	24
Average class size	30.7

Education support staff: YR– Y6

Total number of education support staff	7
Total aggregate hours worked per week	169

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999
	£
Total income	375,258
Total expenditure	384,559
Expenditure per pupil	1,831
Balance brought forward from previous year	40,666
Balance carried forward to next year	31,365

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	232
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	46	0	1	0
My child is making good progress in school.	47	40	4	0	1
Behaviour in the school is good.	27	62	5	0	6
My child gets the right amount of work to do at home.	35	52	8	4	1
The teaching is good.	54	44	1	0	1
I am kept well informed about how my child is getting on.	44	39	11	2	5
I would feel comfortable about approaching the school with questions or a problem.	71	27	1	1	0
The school expects my child to work hard and achieve his or her best.	67	29	2	0	1
The school works closely with parents.	42	44	8	1	5
The school is well led and managed.	55	41	0	0	4
The school is helping my child become mature and responsible.	51	45	0	1	4
The school provides an interesting range of activities outside lessons.	51	35	7	1	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Children under five attend the nursery from the age of three and the reception class from the age of four. There are 52 part-time places in the nursery. Currently, 11 children in the reception class are under the age of five. The majority of children start in the nursery with skills well below those normally expected of three-year-olds, especially in the areas of language, literacy, numeracy and personal and social development.
68. Children are given a good start to their education in the nursery and make sound progress in most areas of learning, although the majority does not achieve all of the Desirable Learning Outcomes by the time they are five years old, especially in language. The school has maintained the standards of provision in the early years from the last inspection. However, limited liaison with the reception class means that pupils do not build sufficiently well on previous skills at the point of transfer and this reduces the pace, learning and rate of their progress. Since the previous inspection the quality and range of outdoor play equipment has been successfully improved to enhance physical play. Children enjoy coming to school and this helps them to settle quickly and easily into the school routines. Teaching methods are appropriately balanced between teacher-directed and child-initiated activities. Most children develop good relationships with their teachers and learn to co-operate with others. Many children in the nursery have a short span of concentration so teaching methods are adapted appropriately to support sound learning and to sustain pupils' interest. On entry into the reception class most children are able to co-operate well, clear away successfully and take turns fairly. Most children treat toys and books with care and try hard to please their teacher and adult helpers.
69. The quality of teaching in the nursery and reception class is sound overall. Occasionally, when the lesson fails to build successfully on previous learning or where organisational problems are not dealt with by contingency planning teaching is less than satisfactory. Learning activities are soundly planned and pupils are well managed by staff in lessons, very good use being made of support staff to enhance learning. Children gradually display sound levels of independence in the nursery. However levels of concentration in the reception class are less well developed.
70. The curriculum is broad and balanced and contains provision for spiritual development. Lesson planning in the nursery provides satisfactorily for all the areas of learning. The quality and use of the informal assessment is less well developed. The school is aware of this and the need to build upon previous learning for individual children. There is a satisfactory system of formal assessment within the nursery. However, the assessment system used when children start in the reception class is insufficiently effective since it does not accurately reflect children's attainment on entry into the reception class. Pupils with special educational needs are very well supported in the reception class and learning is good in relation to their prior levels of attainment. Parents are kept informed of their child's progress at parents' meetings twice a year.
71. The accommodation to teach the Desirable Learning Outcomes in the nursery is good. There is, however, a disparity in resource provision in, for example, outside

play provision and quality role-play facilities, and this has a negative impact on learning in the reception class.

PERSONAL AND SOCIAL DEVELOPMENT

72. In the nursery, personal and social development is given a high priority. On entry into the nursery many children find it difficult to play in groups and they lack imagination to create their own ideas successfully. Children are positively encouraged to achieve independence by, for example, working in a variety of settings and taking responsibility for themselves and others in classroom tasks and routines such as 'clearing away'. Nursery children achieve success in sharing equipment in the 'garden shop'. Most children are comfortable with visitors although many children in the nursery lack the necessary language skills to engage in extended conversation. By the time the children are five, most attain the Desirable Learning Outcomes in this aspect, but many still lack the ability to express their ideas clearly through words.

LANGUAGE AND LITERACY

73. Sound curriculum provision is made for the development of language and literacy and satisfactory learning is maintained. Planning provides for a range of role-play discussion activities. In the nursery for example, the daily arrival of 'Martha' and her box of activities stimulates a range of appropriate language skills. However, insufficient provision is made in the reception class for role play. The 'home play' corner is uninviting and affects children's interest in learning. In the nursery and reception class pupils are taught early reading skills soundly. Both classrooms have reading areas. However, access to audio language facilities is very limited and this reduces the range of language experiences through which these children can extend and enhance their language skills at accelerated levels.

MATHEMATICS

74. A wide range of appropriate activities supports children's mathematical development. Children learn and can repeat a range of nursery rhymes which extend and reinforce their skills, knowledge and understanding of counting forwards and backwards from zero to ten with a growing confidence. In the nursery they begin to use mathematical language with reference to shape and repeating patterns. In the reception class children clearly and confidently demonstrate their knowledge of numbers up to 10, and a few to 20, during, for example, a games lesson in the hall involving a number of grouping games in response to the 'Farmer's in his Den'. Children's learning is sound and most, except those whose knowledge of the vocabulary of number on entry to the school restricts their learning, achieve some of the Desirable Learning Outcomes by the age of five.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

75. Pupils' knowledge and understanding of the world is supported by appropriate reference to early science, technology, history and geography. In the nursery, children plant seeds, make mathematical shaped biscuits, think about past events in their lives and make observations regarding weather patterns. In both the nursery and reception class children use constructional kits to make recognisable models. Both classes are provided with a computer and pupils make a sound start on using information technology to support learning in other subject areas. Children explore

the school grounds but visits to places of local interest and visitors to help pupils develop awareness of different roles in society are underdeveloped. By the age of five children achieve most of the Desirable Learning Outcomes other than those whose involvement in discussions about how or why things happen is restricted because of their limited language development.

CREATIVE DEVELOPMENT

76. Creative development is provided for adequately in the nursery. This area of learning is, however, less well developed in the reception class where on occasions children are given outlines to colour in and this restricts the development of individual ideas and creativity. Children experiment and enjoy working with different materials. Although they begin school at a very low starting point where paintings and drawings show immaturity and very limited discernible form all children make satisfactory progress. In singing nursery rhymes children listen and respond well. They recognise words and music and join in the singing and the actions with high levels of enthusiasm. In the nursery children play happily in the 'garden shop'. Attainment in creative play is, however, restricted by the children's ability to communicate ideas and take part in truly imaginative play. Attainment, mainly caused by the limited language development of a significant number of children is, by the age of five, lower than that normally expected for pupils of this age.

PHYSICAL DEVELOPMENT

77. Children make good progress in the development of their physical skills although teaching expertise in this area is less well developed and on occasions, fails to target specific skills for development. Children learn to control paintbrushes and to glue different materials to paper with decreasing amounts of mess. Most pupils move around inside the classroom and playground without bumping into others. The nursery children in the outside playground are able to confidently steer tricycles and scooters with consideration of others and co-operation, thus avoid injuries or upsets. The reception class children have very limited and insufficiently planned access to an enclosed secure area to use wheeled toys and large equipment. The development of children's gross motor skills in the reception class is provided for twice weekly in the school hall. In inclement weather, the nursery children use large play equipment in the classroom to successfully develop a range of balancing and climbing skills. The opportunities provided in the early years enable children to attain all the Desirable Learning Outcomes in physical development by the age of five.
78. The first experiences of school life received by all the children in the nursery provides them with a positive attitude to their work and a sound start to full time education in the reception class.

ENGLISH

79. Standards in reading and writing by the end of Key Stage 1 are average and similar to those found at the last inspection. By the end of Key Stage 2 standards are not high enough. They are well below average and lower than those found at the last inspection. This is mainly because expectations are not high enough and the school does not sustain pupils' progress in reading at this key stage.

80. The 1999 National Curriculum tests for eleven-year olds show that pupils' performance in English was well below the national average and below the average of similar schools. Boys achieved higher standards than girls; the reverse of the national pattern. The 1999 National Curriculum tests for seven-year olds show that pupils' performance in reading was below the national average and the average of similar schools. Their performance in writing was broadly in line with the national average and the average of similar schools. Girls achieved higher standards than boys, following the national pattern. Teacher assessment of speaking and listening skills showed that pupils' attainments were average.
81. The findings of the inspection agree with the test results for eleven-year-olds, which show that standards in reading and writing are well below the national average. Standards in speaking are below the national average. The findings of the inspection show that by the age of seven standards in speaking, listening, reading and writing are broadly in line with the national average. The reason for the difference between inspection findings and national test results in reading is the improved support for reading in Year 2, and the increasing impact of the literacy hour. Standards in English are below the average of similar schools at the end of both key stages.
82. Standards by the end of Key Stage 2 over the four-year period 1996 – 1999 were well below the national average. Over the same period, the performance of boys was below the national average, and the performance of girls well below. Inspection findings show that there are no significant differences between the standards of boys and girls by the end of this key stage. The main reason is the effectiveness for girls of additional support throughout the key stage. Standards by the end of Key Stage 1 over this period were well below average in reading and below average in writing. These low standards reflect pupils' well below average attainment in speech and literacy when they start school. Present standards show a rising trend in both reading and writing.
83. By the end of Key Stage 1 pupils' standards in speaking and listening are below average. This is because of the limited numbers of words that pupils use and recognise. However, nearly all pupils listen attentively to teachers' questions and explanations. They understand most directions first time. They say what they notice, feel, think and remember. Because teachers listen very carefully to what each pupil says, they gain confidence in answering questions. Teachers' skilful reading of stories encourages pupils to join in class discussions of characters and events. Acting out stories such as "Little Red Riding Hood" builds up pupils' confidence as speakers.
84. By the end of Key Stage 2, speaking and listening standards remain below average. Pupils have improved confidence, particularly because of planned opportunities for speech, such as circle time in Years 5 and 6. At the end of the key stage, most pupils speak out confidently when presenting class assemblies. This is an improvement on the lack of such confidence reported at the previous inspection. Nearly all pupils give evidence and explain reasons when expressing their points of view. However, poor reading development for average and lower attaining pupils continues to limit their use of the spoken word. As a result, teachers have to introduce new learning more simply and slowly in most subjects.
85. By the end of Key Stage 1 reading standards are broadly in line with the national average. Pupils make very good progress in learning to read in Year 1, and by the

end of Year 2 nearly all reach the standard expected for seven-year-olds. They make good progress in learning the shapes, sounds and patterns of letters. Nearly all read simple books from the reading scheme by themselves. Most read their own writing and sometimes spot little mistakes, or notice that they have left something out. Pupils know the names and uses of different parts of books, such as index, chapter and glossary. Higher and average attaining pupils use alphabetical order to find meanings and some spellings in children's dictionaries. All learn effectively from signs, labels and worksheets, and follow simple directions on computer screens.

86. By the end of Key Stage 2, although reading standards are well below average they have improved since the last inspection. Lower attaining pupils are two or three years behind, and average attainers do not reach the level expected for eleven-year-olds. Progress in reading at this key stage is unsatisfactory for several reasons. Individual reading books, for example, do not interest or challenge a majority of pupils. As a result they are not reading enough by themselves either for enjoyment or to find out about school topics and subjects. Most pupils therefore do not maintain the sound progress they make in reading during the literacy hour in other work outside these activities. The range and quality of their reading does not develop, as was found at the last inspection. The literacy hour has improved pupils' feel for language and understanding of character in stories. Pupils have sound library skills, but do not use them enough to widen their learning.
87. By the end of Key Stage 1, writing standards are average. As a result of regular handwriting practice, pupils have the skills in forming letters expected of seven-year-olds. However, punctuation, such as using capitals and full stops is not secure. Pupils write in an appropriate number of forms: accounts of stories and experiences, letters, poems and instructions. They begin to record observations, for example of investigations in science. Pupils write at an appropriate speed, but standards of presentation are inconsistent.
88. By the end of Key Stage 2, writing standards are well below average. This is because of the unsatisfactory progress in reading which results in poor vocabularies and spelling skills and the limited speaking and listening skills which many pupils bring with them when they start school. Also the school does not adequately use opportunities in other subjects to develop writing skills. Pupils write slowly to record new learning, particularly in science, geography and history. They use speech, description and narration to achieve particular effects in poems and stories. Pupils use a satisfactory variety of styles and forms of writing. For example: paragraphs about "Macbeth", accounts of visits, descriptions of a friend and drama script. They have sufficient forms at their disposal to meet learning needs in their other subjects. However the slow rate of writing delays progress in learning across the curriculum, and impacts on achievement in National Curriculum tests at the end of Key Stage 2.
89. Pupils' attitudes and behaviour are satisfactory overall with good attitudes at Key Stage 1 and satisfactory attitudes at Key Stage 2. There is a lot of enthusiasm in the Key Stage 1 classes. Pupils read aloud together confidently in the literacy hour. Year 2 pupils enjoy talking together in pairs when the teacher asks them to share ideas. Their talk then is quick and lively, enhancing progress in speech. The keenness of both actors and audience in drama in the reception class also improves progress in language. At Key Stage 2, pupils in support and booster groups work hard and quickly because they appreciate the effectiveness of this extra help. However, unnecessary chatter reduces the quality of learning in a significant

number of lessons and delays progress. For this reason, for example, despite very good explanation, instruction and demonstration, pupils in Years 5 and 6 made slow progress in planning their stories about a dog.

90. The overall quality of teaching is good. Teaching is satisfactory in a third of lessons, good in a third and very good in the remaining third. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. The teaching of reading is unsatisfactory at Key Stage 2. There are significant weaknesses in teaching at the beginning of this key stage. Pupils at this key stage do not always get the sustained teacher support and direction they need. The last inspection reported this weakness and there has not been sufficient improvement.
91. Teachers' knowledge and understanding of children's books and language development enhance their skills in engaging pupils in new learning, particularly at Key Stage 1. They make good use of support staff and resources in well-timed lessons. For example, at both key stages pupils use small white boards to show their answers. This strategy increases their enthusiasm and the speed of their learning as a result, for example, in spelling. Teachers then assess all pupils' skill and understanding at a glance. Key Stage 1 teachers ensure pupils make good progress in reading and writing. Teachers at both key stages manage pupils well and make satisfactory use of homework. They use a good range of effective teaching methods. There are, however, significant weaknesses at Key Stage 2 where teachers' expectations of what pupils are to achieve are not high enough. For example, the amount of both individual reading and writing required is often insufficient. Also teachers do not always ensure that pupils make best use of the library and silent reading times. Learning is also slow in a minority of lessons which lack pace and challenge. This often happens when teachers do not match all pupils' work exactly to their ages and understanding. At both key stages the flow of learning occasionally stops when teachers arrange to give out resources in the middle of lessons, or when pupils have difficulty in reading poor overhead projector images.
92. Good subject expertise and enthusiasm ensure high quality learning in booster classes, additional literacy groups and support for pupils with special educational needs. Support for hearing impaired pupils is excellent.
93. Leadership and management are satisfactory overall. The school has implemented the National Literacy Strategy effectively. It is having the most positive effect at Key Stage 1 and least at the beginning of Key Stage 2. The school has good arrangements for assessing pupils' progress, particularly in reading. However, particularly at Key Stage 2, teachers do not always use this information effectively enough to have any significant impact on the quality of learning and teaching. Teachers' skilled use of story enhances pupils' moral education from reception class onwards.
94. The school is not yet achieving its priority of ensuring that all pupils achieve their highest possible standards in English.

MATHEMATICS

95. Since the previous inspection the school has satisfactorily implemented the National Numeracy Strategy from September 1999. Levels of attainment previously indicated as broadly in line with the national average at the end of Key Stage 1 are now below. However, attainment at the end of Key Stage 2 remains broadly in line with the national average.
96. The results of the 1999 National Curriculum tests for pupils aged eleven indicate that attainment in mathematics was below average when compared with schools nationally. They show that whilst the proportion of pupils achieving standards higher than that expected for eleven-year-olds was above the national average the proportion of pupils achieving the standard expected of eleven-year-olds was below the national average. When compared with schools with pupils from similar backgrounds the school achieved above average results in the 1999 National Curriculum tests.
97. Test results indicate that the performance of boys in mathematics was close to the national average. The performance of girls in mathematics was, however, well below the national average. No discernible difference was observed during the inspection, although there is a higher proportion of boys on the special needs register in Key Stage 2.
98. The results achieved by Year 2 pupils in the 1999 end of Key Stage 1 tests indicate results well below the national average and below the average achieved by pupils in similar schools. The proportion of pupils achieving the level expected for seven-year-olds was well below that of the national average. The proportion of pupils achieving the level above that expected for seven-year-olds was very low in comparison with the national average. The performance of girls in mathematics was well below in comparison with the national average and the performance of boys' was very low in comparison with the national average.
99. The standards observed during the inspection indicate that standards overall have continued to rise in line with the national upward trend. The school's participation in the National Numeracy Project has had a positive impact on raising standards in both key stages. This has been achieved by additional staff training, the purchase of additional resources and a commitment for the staff to raise standards. Pupils enjoy mathematics and their developing confidence is reflected in eager participation during mental mathematics sessions. At the start of every lesson pupils practise associated tasks linked to multiplication tables. As observed in Year 2, pupils are aware of portioning groups of numbers into sets to solve a variety of multiplication and division problems. Pupils are encouraged to use a range of mental strategies when, for example, adding or subtracting decimal money during a problem-solving session. Pupils in upper Key Stage 2 show a sound understanding of developing mathematical language.
100. Overall, learning in mathematics is good. The scrutiny of pupils' work in upper Key Stage 2 indicates that most pupils are working at expected national levels. Pupils with special educational needs are also learning at a good rate in relation to their prior attainment. Learning is accelerated in upper Key Stage 1 and upper Key Stage 2 where pupils benefit from good class teaching, appropriate expectations of pupil attainment and appropriately challenging work.

101. Pupils enter school with levels of attainment in mathematics that are well below those normally expected of three and four-year-olds. Pupils in the reception class are able to recognise and order numbers confidently up to ten. Pupils accurately count and match given numbers to a given quantity. Pupils are steadily building up their knowledge of shapes and are able to distinguish similar properties in shapes such as a square always has four equal sides and four right angles. By the end of Key Stage 1 pupils confidently add and subtract numbers up to ten and a limited number of pupils understand the place value up to one hundred. Pupils confidently use decimal money to give change from a given amount. Given simple shapes, most pupils can identify halves and quarters, accurately shading in the appropriate fractional part. Most pupils can tell the time accurately to the nearest half-hour and confidently sequence days, months and seasons of the year. Most pupils are able to interpret information from a simple bar graph as observed in a Year 1 class involving the collection of data from the story 'The Hungry Caterpillar' depicting the number of items eaten on a certain day.
102. By the end of Key Stage 2 pupils manipulate a variety of numbers from ten to one thousand with growing confidence. Most pupils in Year 5 and Year 6 have a rapid recall of multiplication tables, demonstrating a developing range of strategies by which they answer. Pupils are able to recognise and order equivalent families of fractions and accurately place them in rank order. Pupils confidently name ranges of two and three-dimensional shapes, accurately comparing similarities or major differences. A wide range of displayed material in the hall illustrates a good understanding of data handling in the form of block graphs and pie charts indicating mean, mode and median. The regular use of information technology to support a range of mathematical skills is sound. Pupils use co-ordinates involving positive and negative numbers, accurately placing points and numbers during a lesson involving the reading of map symbols.
103. Throughout both key stages pupils' develop their investigational skills satisfactorily using a variety of numerical operations accurately. Pupils are less proficient at reading labels and charts for information. By the end of Key Stage 2 pupils use mathematical language confidently when describing the properties of shapes.
104. Pupils' response and interest in mathematics is sound overall. Levels of appropriate challenge and teacher expectations, as observed in both upper key stages, have a direct and positive impact on levels of pupil enthusiasm and they try hard to do their best work. In these classes particularly, pupils work well in groups and in pairs as observed in a Year 2 class during a mental mathematics session when pupils shared and compared answers in response to the class teacher's questions. Most pupils stay on task when the challenge is appropriate. Behaviour is sound overall and most pupils take pride in their work. However, levels of presentation vary considerably throughout the school.
105. The quality of teaching is good overall. Some very good teaching was observed in upper Key Stage 1 and Key Stage 2. In these lessons high levels of pace and appropriate challenge have a direct impact on sustained learning. Clear, concise explanations at the start of the lesson indicate a sense of purpose and direction. Overall, teachers' knowledge of mathematics is good. However, where uncertain levels exist, teaching confidence has a direct negative reflection on management. In the very good lessons observed teachers use resources very well to gain and maintain pupils' attention. Planning for mathematics, mostly following the structure contained within the National Numeracy Strategy, is satisfactory. Teachers'

methods and organisation are good. Not all work, however, is set at an appropriate level for higher attaining pupils. Teachers' relationships with pupils are good and effective management of most pupils enables them to maintain sound levels of behaviour. Lessons always start on time and mental mathematics sessions proceed at an accelerated pace and interest. The use of day-to-day assessment is inconsistent throughout the school. It is not always used to set future learning targets or to consolidate previously learned skills before moving on. Most pupils' work is marked and dated but the use of constructive marking indicating what a pupil needs to do to improve is less well established.

106. The co-ordination of mathematics is good. The school's strategy for the development of the subject is sound. However, the targets set by the school to raise attainment further between now and 2001 are insufficiently challenging to generate a more positive attitude towards increasing the rate of improvement in attainment and thus increase the proportion of pupils achieving the higher levels of attainment at seven and eleven.

SCIENCE

107. The 1999 teacher assessments at the end of Key Stage 1 indicate that by the age of seven, pupils' attainment in science was, overall, in line with the national average. The 1999 National Curriculum tests for eleven-year-olds show that pupils' performance in science was below the national average and below the average of similar schools. In these tests, although the proportion of pupils reaching that standard expected of them was slightly above the national average the proportion of pupils achieving the higher levels was below the national average. During the inspection, however, discussions with pupils about their work clearly showed that their knowledge and understanding of science and the development and application of their scientific skills is, by the end of Key Stage 2, better than that indicated either by 1999 National Curriculum tests for eleven-year-olds and the work presented in their science topic books.
108. Pupils make good progress in all aspects of science at Key Stage 1 and sound progress overall in Key Stage 2 other than in their investigative and experimental work where it is at least satisfactory and often good. Pupils with special educational needs make good progress and achieve appropriate levels.
109. The amount of time provided for investigative and experimental science at both key stages is high and results in pupils having a good understanding of: how to turn ideas into a form that can be investigated; how to make hypotheses and make predictions; how to devise a fair test; what equipment is required and what evidence should be collected. Tasks at both key stages are aimed successfully at developing pupils' understanding, knowledge and skills in this area of the science curriculum. For example, investigative work in Year 1 has included pushing and pulling and the requirements of plants to ensure healthy growth. Year 2 pupils, through their work on the school environment have a basic understanding of food chains and talk knowledgeably about mini-beasts, their habitats and characteristics. During one lesson they engaged in enthusiastic debate with the teacher about the classification of mini-beasts and demonstrated an excellent knowledge and understanding. This theme is continued well into the Year 3 and 4 class in which pupils are able to classify mammals, birds and amphibians. However, much of the pupils' work in this class, other than the well planned investigation into filters, showed very little

differentiation and pupils often copy texts given to them by the teacher. Year 4 and 5 pupils enjoy their science investigations. In their work on light and sound they were observed applying their knowledge and understanding of how sounds are made and how pitch and volume can be changed to the making of their own tuned musical instruments. Also on display in the Year 4 and 5 classroom are the periscopes which pupils have made. They talk enthusiastically about this work and show a good understanding of light, mirrors, reflection and the properties of reflective materials. Year 5 and 6 pupils have a good understanding of a fair test. When engaged in an investigation into the separation of mixtures they talked knowledgeably about solutions, evaporation, condensation and filtering and they applied their knowledge and understanding proficiently and competently to the problem presented to them by the teacher.

110. Because the attainment in reading and writing of a significant proportion of pupils throughout the school is below that normally expected, a strength of the science curriculum is the emphasis the school places on pupils' observational powers and communication through speaking and listening. This is, however, also a weakness since it does not present pupils with sufficient opportunity to develop the techniques or the reading and writing strategies required of them by National Curriculum tests in science at the end of Key Stage 2.
111. Most pupils at both key stages have positive attitudes to lessons. Pupils work effectively within groups and can discuss their work with confidence. When given the opportunity to take responsibility to collect their resources and plan their work they do so sensibly. Behaviour is generally good across both key stages but there are a significant minority of pupils whose behaviour hinders the learning of others. Pupils have pride in their work and are very keen to talk about it.
112. The quality of teaching is good at Key Stage 1 and satisfactory, overall, at Key Stage 2. At Key Stage 1 there is good detailed planning and very effective use of questioning to reinforce, extend and challenge pupils' knowledge. A particularly good example of this was in the Year 2 class during a plenary session where pupils discussed the fairness of their tests when investigating the changes observed in substances such as jelly, chocolate and butter when they are melted and then left to cool. Teachers use a good and effective range of techniques to manage pupils effectively. Where teaching is good teachers have high expectations, their planning has clear and well-defined objectives and the range of abilities and needs is taken into account. Not all teachers have sufficiently high expectations of their pupils and the pace of lessons varies from good to unsatisfactory. Marking in both key stages gives praise to individuals and the best examples inform them how to improve their work. Although there is effective on-going assessment which informs day-to-day planning, the information collected is not used sufficiently well to ensure continuity of learning between year groups. Consequently, the progress pupils make is inconsistent as they move through the school.
113. The science curriculum is broad. The strong emphasis placed on investigational and experimental science, although well linked to all other aspects of the science curriculum, does, especially in Key Stage 2, limit the time available for teachers to impart and reinforce the facts required of a pupil's knowledge base for them to gain higher attainment levels as determined by National Curriculum testing. The science co-ordinator has identified the significant weaknesses and has developed a clear and detailed scheme of work based on Curriculum 2000 and the guidelines issued by the Qualifications and Curriculum Authority. The science co-ordinator has very

good subject knowledge and understanding, is enthusiastic and presents her lessons with considerable skill to ensure excitement and progress in pupils' learning but her role is currently under-developed. Insufficient means are provided for her to monitor and influence the quality of teaching, pupil progress and standards of attainment throughout the school. Resources are of satisfactory quality, easily accessible and used effectively by teachers to promote learning.

ART

114. The school provides worthwhile experiences for all pupils in art and meets the requirements of the National Curriculum. This level of attainment has been maintained since the previous inspection. At Key Stage 1 pupils record their observations well. Their drawings and paintings of plants and 'People Who Help Us' are accurate in shape with well formed structure. Colours are well reproduced in their artwork and pupils are given many opportunities to experiment effectively with colour mixing to create tones of different colours. Pupils in Key Stage 2 produce some original and creative designs in response to paintings in the style of Paulo Rego. Pupils imitate the style of famous artists confidently reflecting their style and the colours to produce their own original and interesting designs. The quality of displays, however, often restricts the full impact of pupils' work. Pupils at the end of Key Stage 2 are very proficient at drawing pencil sketches of a variety of still life. Their awareness of the effect that light and shadow have on the depth of a drawing enables them to give a strong feeling of three-dimensional shapes in their work. Pupils explore the pencil as an instrument for drawing extremely well and this is a strength of the art curriculum. Once the skill is successfully learned they apply it to good effect in their observational drawings. Pupils appreciate the work of a range of artists and generally produce satisfactory pieces of work. Three-dimensional work is less evident throughout the school.
115. Pupils' response to lessons is good. They show positive attitudes to their work and, when interested, display sound levels of concentration. Pupils listen carefully to their teachers and are enthusiastic when answering questions. However, in the lessons observed, routines for clearing away are not well established, pace is lost and at times behaviour becomes restless.
116. The quality of teaching is sound overall. Teachers' planning is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers teach skills that are necessary for the production of satisfactory work and provide a range of activities, often through links with other subjects, which stimulate pupils' interest and enable most to practise the skills they have learned. Teachers' knowledge and understanding of art is variable. The teaching methods used in lessons generally match well what pupils are intended to learn and lessons are soundly organised with easy access to an adequate range of resources. Good relationships with pupils encourage sound behaviour overall. Pupils are introduced to a satisfactory range of artists from a wide range of cultures. This positively supports the contribution to pupils' social, cultural and personal development, such as, for example, the design of Muslim prayer mats which adorn the doorway of the Year 1 classroom.

DESIGN AND TECHNOLOGY

117. Due to timetable arrangements during the inspection it was only possible to observe two lessons, one in each key stage. Other evidence was gained from talking with pupils, a scrutiny of displays of pupils' work and talking with the subject co-ordinator. Throughout the school the subject provides a wide range of worthwhile experiences for pupils which meet the requirements of the National Curriculum. This is similar to the findings during the previous inspection.
118. At Key Stage 1, pupils produce a range of work using a variety of materials such as boxes, fabrics, simple axles and wheels and construction kits. In the samples observed, pupils demonstrate a sound level in their design and making skills. Discussions held with them confirm that they know the importance of and the need to make modifications in an attempt to improve, where possible, initial designs. The quality of the finished products is, overall, satisfactory. In a lesson observed in Key Stage 1, pupils confidently designed masks with moving eyes and mouths incorporating spiral and concertina movements. They can select materials, gluing and fixing them with confidence and are aware of ways of using levers to create controlled movements. At the end of Key Stage 2 pupils are planning projects incorporating a wide range of materials and design techniques such as, for example, using frameworks and moving parts in the development and building of a 'scaled' model of an air raid shelter which linked together technology with history well. The use of corrugated card successfully illustrates the outward appearance of the building with shuttered windows protecting seated inhabitants and beds and tables are suitably located inside. Pupils are planning projects to at least a satisfactory level using booklets to record their choice of materials, methods and evaluations. Pupils confidently identify what they think is a good design and where they can improve their models. Much of the work in design technology is linked to topic work. Most pupils cut, join and finish their products well by the end of Key Stage 2.
119. The quality of teaching is good with very good support given by classroom support assistants who enable pupils with special educational needs to make good progress. Lessons are well planned with learning intentions shared with pupils. Teachers pay appropriate attention to safety issues and create an interesting, relaxed atmosphere for learning.
120. The school is aware of the need to build upon previous learning by assessing pupils' learning. At present there is limited monitoring of teaching and learning. The subject reporting arrangements to parents are at satisfactory.
121. The effective use of displays celebrates pupils' achievements in a positive manner.

GEOGRAPHY

122. By the end of both key stages pupils' attainment in geography is in line with standards expected for their age and their progress is good. Lesson observations, scrutiny of work, discussions with staff and pupils confirm that pupils receive a good and interesting range of experiences and activities to increase their awareness and understanding of the environment, contrasting areas, settlements, land use and environmental change.

123. By the end of Key Stage 1, pupils' discussions and work relating to their local area show good knowledge of the immediate area in which they live. Pupils have studied the school grounds, the routes they take to school and they compare the similarities and differences of shops, houses and amenities in Spalding with the town of Drayton. This work is used extremely well to look closely at maps and mapping and this is a strength of the geography curriculum. Pupils have a very good understanding of maps and they develop a high level of competency in their mapping skills, using their own individually designed symbols for such features as bridges and railways. These they incorporate into keys which they talk about confidently and knowledgeably. At Key Stage 2, the progression of mapping skills continues and Year 4 pupils can, for example, use compass directions competently and they have a very good idea of scale. By the end of Key Stage 2 pupils know the names of continents, many countries within them and can talk knowledgeably about different regions of the world and how climatic conditions affect peoples' lives. Throughout the school, pupils' understanding of different countries and their cultures is enhanced by the school's own resident 'globe trotter' in the style of a teddy bear who, under the name of Barnaby Bear, accompanies teachers and families on their holidays to places of interest from which he sends picture postcards.
124. The quality of teaching is never less than satisfactory. In Key Stage 1 it is particularly good. Teachers throughout the school have a good knowledge of the subject and prepare a range of varied and interesting activities to stimulate pupils' excitement and thinking. In the best lessons teachers make known their high expectations of pupils and this is well reflected in the good level of oral feedback they give to them. The teaching of geography is well planned to use skills in other subjects, for example, speaking and listening to develop and extend pupils technical vocabularies, writing, mathematics in the use of scale and co-ordinates and science which has been well linked to climate and weather.
125. The school has a satisfactory range of books and project materials to support the subject. Resources are in good condition and easily accessible. There are opportunities for pupils to have first-hand experiences of different kinds of environments through the use of the school's very attractive grounds and the variety of educational visits the school provides.
126. The subject co-ordinator, at the time of the inspection was on maternity leave and it is, currently, being co-ordinated by the headteacher. The subject is being led and managed well. The curriculum is broad and balanced and the scheme of work is systematic in its developmental progression of pupils' skills.

HISTORY

127. The school maintains the satisfactory standards found at the last inspection. The subject meets statutory requirements. All pupils, including those with special educational needs, make satisfactory progress in learning about the past. At the end of both key stages they have levels of understanding and knowledge appropriate for their ages.
128. Pupils study and undertake a satisfactory range of work at both key stages. At Key Stage 1 much of this links with half-termly topics. By the end of this key stage, pupils have an appropriate understanding of time and change. Year 2 pupils

compare jobs and children's lives in Victorian times with those today. They understand how children had to work long and hard to earn money for their families. One pupil drew a boy pulling a huge wagon in a mine, and saying: "This coal is heavy". Pupils understand how nursing was different in the two world wars and in a modern hospital. They compare travel, holidays, ways of washing clothes, children's games and schools in 1900 and 2000. Time lines with clear labels give them a sound understanding of basic chronology.

129. By the end of Key Stage 2 pupils have appropriate knowledge of the history topics. They understand key elements of the ancient Egyptian, Greek and Aztec civilisations, the Victorian period, the early settlement of England and some local history. Year 5 and 6 pupils show both initiative and independence of learning in producing booklets on England in the 1950s and 1960s for which they investigated topics such as education, transport, fashion and music. On completion of this topic pupils shared their findings sensibly in a whole school assembly with song and dance music from the period. Pupils in Years 4 and 5 began studying past invasions and settlement with a close look at English place names.
130. Pupils have positive attitudes. At Key Stage 1, enthusiasm for putting pictures in time order strengthens learning in chronology. Pupils enjoy listing differences between past and present. They listen attentively to teachers' accounts of famous people and events in the past. All pupils enjoy discovering about the past from historical artefacts and visits. Observational drawings show good concentration and eye for detail.
131. The standard of teaching and learning is sound. Teachers give appropriate attention to the needs of pupils at different levels of attainment. In the most effective lessons they draw fully on pupils' observations, experiences and interest. Effective use of good quality videos and pictures gives pupils a strong sense of what it was like to live in the past. Teachers' good knowledge and understanding of the topics improves pupils' learning in discussions. The school uses assemblies effectively to challenge and extend pupils' presentational skills.
132. Teaching is less effective when planning focuses on what pupils will do rather than what they will learn. Lessons often continue to concentrate on knowledge about the past, as was noted at the previous inspection. This results in too much learning from worksheets, and too little through historical enquiry. The previous inspection also noted lack of opportunities for pupils to use a range of information. There has been a significant increase in this type of work, particularly at Key Stage 2. However teachers do not always extend pupils' literacy skills enough in history, for example through imaginative eye-witness accounts or personal writing. Slow progress in reading continues to limit the development of research skills. Financial considerations reduce opportunities for pupils to learn through visits to historical sites and buildings.

INFORMATION TECHNOLOGY

133. Since the previous inspection the school has made good progress in the implementation of a subject policy and a coherent scheme of work to support progression of skills. The quality and range of hardware and software have been substantially upgraded, resulting in sound learning for all pupils.

134. Standards are in line with national expectations at the end of both key stages and discussions with pupils indicate the widening use of information technology to support learning in English, mathematics, art and history.
135. By the end of Key Stage 1, most pupils use computers confidently to communicate a range of information. For example, in Year 1 pupils use a software package to create a variety of illustrations depicting healthy fruit and vegetables. Good examples of word-processed work in Year 2 supports the use of layouts and headings underlined with appropriate adjustments in text. A variety of computerised town plans indicate the link with geography and a range of symmetrical patterns using horizontal and reflect techniques enhances and supports understanding in mathematics.
136. By the end of Key Stage 2 pupils are aware of the many uses of information technology in every day life from videos to burglar alarms. Pupils undertake a wide range of word processing activities and keyboard skills are good. Pupils' confidently outline text, delete and check spelling before printing without direct adult support. Displays in the hall enhancing the high profile of mathematics throughout the school illustrates pupils' use of block and pie charts to depict a wide range of information from football results to frequency of eye colour. Pupils use CD-ROMs discernibly to find necessary information and can use computer programs to control events.
137. All pupils have a very positive attitude towards information technology, often with direct access at lunchtimes and playtimes in the library area. Pupils speak confidently about the computer programs they have used at school and at home and are willing to experiment to achieve the desired objective.
138. During the inspection very limited direct teaching of information technology was observed. However, the planning of the subject is good in ensuring that pupils systematically build upon previous learning as they move through the school. The quality of teaching was judged to be satisfactory overall. The school is developing appropriate assessment and recording of pupils' progress to inform future planning. A newly introduced system of assessment will track progression of skills and involve pupils in the process of self-evaluation.
139. The scheme of work, new since the previous inspection, incorporates elements of the national guidance, promotes a good structure and progression in teachers' planning and meets National Curriculum requirements. The use of well informed learning support assistants who work alongside pupils has a direct and positive impact on raising achievement. The subject co-ordinator directs the subject with enthusiasm and has been effective in managing the development of the subject and building teachers' confidence and expertise. Resources are good with each class having access to a quality computer and appropriate software.

MUSIC

140. The school maintains the sound standards noted at the time of the previous inspection. The curriculum meets statutory requirements. All pupils, including those with special educational needs make satisfactory progress. By the end of both key stages, pupils have the knowledge, understanding and skills in music expected for their ages.

141. By the age of seven, pupils have a basic understanding of pitch, rhythm and notation. They compose tuned accompaniments on percussion instruments to simple lyrics. Pupils sing strongly with a satisfactory sense of tune and beat, but lack clear expression at times. Through weekly practices, pupils learn and remember an appropriate range of children's songs and hymns, both modern and traditional.
142. By the age of eleven, pupils accurately follow challenging clapping rhythms. They have experience of music by composers from different times and countries. All pupils are confident and enthusiastic in engaging in three part choral singing, remembering some difficult tune lines. They respond accurately to changing beat patterns, and their singing reflects the moods of a variety of songs. Pupils receiving tuition on keyboard, xylophone, recorder and violin make good progress in performance and sight-reading.
143. Pupils enjoy learning about and making music. They handle instruments carefully and work well together. For example, Year 5 and 6 pupils played their parts reliably both as singers and instrumentalists in rehearsals and assembly. There is an enthusiasm for singing throughout the school. Pupils sing energetically, but also sensitively and expressively as well, when teachers remind them.
144. The quality of teaching is good with significant numbers of very good lessons. In the best lessons, teachers are confident musicians, accompanying singing on piano and guitar. These teachers are successful in spreading their enjoyment and knowledge of music to all members of their classes. Teachers use well-understood routines and expect pupils to achieve a great deal in the time available. Very good relationships result in keen co-operation and effort. For example, in a single lesson a Year 2 class set words to music on tuned percussion instruments, listened to each other's performances, rehearsed songs, heard and discussed the music of Spike Jones, compared his music with Tchaikovsky's and performed lively action songs using incremental repetition. The teacher challenged their vigorous singing with the comment: "Not bad, but we can do better!" – and they did!
145. Teachers use a good range of resources, but some worn and damaged tuned percussion instruments spoil the quality of learning and performance. The school does not have sufficient instruments to give pupils experience of the music of different nations. Otherwise, through good teaching, the music club, recorder groups and opportunities for violin tuition, the school's music provision makes an important contribution to pupils' cultural education. Teachers achieve the main aim of their policy for "all pupils to have access to and enjoy music."

PHYSICAL EDUCATION

146. In physical education, pupil attainment at both key stages is above that level expected for their ages. All pupils, including those with special educational needs, make good progress. Throughout the school a particularly good feature of the work in this subject is the pupils' enjoyment of gymnastics and music and movement. Pupils co-operate well and develop appropriate skills as individuals, with partners and in groups.
147. In Key Stage 1 younger pupils are energetic and enthusiastic. In a movement and music lesson Year 1 pupils showed good awareness of space and each worked

through the entire lesson without hindering the movements of others. They interpreted music with expression and imagination, creating characters portrayed by both narrative and sound. In Year 2, pupils build well on the skills learned in previous years and can perform simple gymnastic and movement routines to music using floor and apparatus with confidence and a very high level of competence. They demonstrate imaginative linking of movements –balancing, stretching, curling, rolling, jumping and landing. Floor exercises and apparatus work are linked together with purpose and imagination, reflecting the mood created by the music being played. Pupils are also aware of, and comply with, safety rules when dismantling and moving apparatus and when performing their gymnastic routines on high, fixed apparatus and balance beams.

148. By the end of Key Stage 2 pupils improve their gymnastic, catching and throwing skills well. They develop good football and netball skills and show in small games situations, as with Year 4 pupils in a game of passing a rugby ball, that they have a good understanding of the use of space. They work effectively in pairs and small groups with the equipment provided. Here they show a good and a keen competitive spirit and an appreciation of the importance of rules and fair play. Year 5 and 6 pupils have a good understanding of the effects of exercise on their bodies and relate this well to their studies in science regarding healthy living and health foods.
149. Pupils in both key stages take part in swimming lessons at the local leisure pool in Spalding. They thoroughly enjoy this activity and work with sustained effort and concentration throughout the whole of each session. Year 1 pupils engage themselves enthusiastically and confidently in the activities in the learner pool, including ducking their heads beneath the water. All Year 2 pupils jump confidently into the roped-off shallow area of the main pool, happily 'star-float' on the command of the instructor and most can swim 10 metres using a variety of strokes. All pupils are very keen to do well and their behaviour at the poolside and in the water is very good.
150. Progress is good throughout the school. Most pupils display a keen and enthusiastic interest in physical education. They respond very well to teacher intervention, readily appraise their own work and that of others and respond positively to advice. For example, in a gymnastic lesson, Year 2 pupils respond enthusiastically to music and, with good teacher questioning, evaluate their performances with remarkable perception, and suggest ways in which their movements can be improved and refined. They are proud of their work and thoroughly enjoy performing for visitors. Most enjoy good relationships, concentrate on the tasks set and sustain energetic activity well. Pupils with special educational needs are very well catered for and make good progress in all aspects of the work.
151. The quality of teaching is good. Occasionally, where teachers have very good knowledge and a high level of personal skill, the quality of teaching is very good. This was particularly evident in Year 2. The planning, structure and pace of lessons throughout the school are good and this ensures that good progress is maintained as pupils move through the school. Teachers ensure that there is appropriate balance between warm-up, demonstration, practice and performance. They use praise effectively and encourage the celebration of the achievements of others. The quality of the swimming instruction is excellent. Directions, explanations, use of demonstration and the excellent relationships and understanding between teachers,

instructor and pupils are very effective in providing very valuable experiences and learning opportunities for all pupils.

152. The school provides a full programme of physical education offering pupils a good range of experiences, which promote their physical, social and health development. The school's policy provides clear guidance to teachers. The co-ordinator has very good subject knowledge and manages the physical education curriculum and resources well.
153. There is a very well maintained playing field, which provides excellent opportunities for the playing of games and sports.

RELIGIOUS EDUCATION

154. The school maintains the satisfactory standards noted at the previous inspection. The school's scheme of work based on the local agreed syllabus has improved the quality of learning in each class. The subject meets statutory requirements. All pupils, including those with special educational needs, now make satisfactory progress in learning both from and about religions.
155. By the end of Key Stage 1 pupils know simple facts about a number of different faiths and they know an appropriate number of stories from the scriptures. Pupils understand the importance of religion in the lives of famous people such as Mother Teresa and Gladys Aylward. They write sentences to note important facts, for example about Saul of Tarsus and the Pope.
156. They know that each religion has a leader and that religions change people's customs and lives. Pupils also understand the meaning of symbols such as the sword, cross and Christingle.
157. By the end of Key Stage 2 pupils recall the main symbols, teachings and customs of religions such as Christianity, Judaism, Islam and Sikhism. They understand the importance and influence of great religious teachers such as Moses and Jesus. Year 6 pupils describe the importance of religion to different communities in the past, and discuss religious issues that are important to them. However, because the school does not expect them to write much about their new learning, they sometimes confuse key facts about different religions.
158. Pupils are interested in religion. They enjoy learning the essentials of great world faiths and their similarities and differences. Pupils speak thoughtfully on religious matters such as the work and mission of Christ. They enjoy copying and making religious artefacts such as Muslim prayer mats.
159. The overall quality of teaching and learning is satisfactory. Teachers' good knowledge and understanding of the religions studied result in effective class discussions both on faiths and issues. Teachers often combine or alternate weekly religious education and personal and social education activities. This arrangement has the advantage of linking religious education to pupils' experiences and questions. A disadvantage is the slower growth of religious knowledge. As religious education has the least time of all subjects, about half an hour a week, it becomes harder for pupils to take in and retain knowledge of religions as they move through the school. The shortage of artefacts representing different faiths reported

at the last inspection persists and reduces opportunities for learning. Teachers have good video materials at their disposal. These are not, however, always used with sufficient regard to pupils' ages. Because the subject has less emphasis than in most primary schools, it makes correspondingly less contribution to pupils' spiritual, cultural and moral development.