

INSPECTION REPORT

ST. PAUL'S C OF E PRIMARY SCHOOL

Stockingford, Nuneaton

LEA area: Warwickshire

Unique reference number: 125656

Headteacher: Mr CM Plant

Reporting inspector: Mr GW Cooper
23647

Dates of inspection: 24 and 25 June 2002

Inspection number: 195259

Short 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 category: Voluntary Controlled
Age range of pupils: 3 to 11
Gender of pupils: Mixed

School address: Wiclif Way
Stockingford
Nuneaton
Warwickshire

Postcode: CV10 8NH

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Appropriate authority: The Governing Body

Name of chair of governors: Mr C Dayman

Date of previous inspection: 16 – 19 June, 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Paul's Primary serves the parish and community of St. Paul's, Stockingford. It is large for primary schools, with 444 boys and girls on roll, including 26 children attending the school's Nursery. The vast majority of pupils come from a white British background. There are no pupils at an early stage of learning English as an additional language. The number of pupils on the school's register of special educational needs is about average and this is also the case for pupils with a statement of educational needs. Free school meals are taken by a slightly below average number of pupils. When children start full time schooling, their range of knowledge and skills is very broad but overall about average. Since the previous inspection the school has grown from a first school with pupils up to eight years of age to a full primary school with pupils up to eleven years. The Nursery has also been established. The school maintains very close links with St. Paul's parish church.

HOW GOOD THE SCHOOL IS

St. Paul's is a very effective school providing very good value for money. Standard test results are consistently above or well above the national average. Teaching is very good. There is efficient provision in all areas of school life. The leadership and management of the headteacher and governing body are outstanding.

What the school does well

- National Curriculum standard test results have improved rapidly over three years and are above and well above the national average for both seven and eleven-year-olds.
- The excellent management of the headteacher and governing body has ensured very good provision in all aspects of school life.
- The care of pupils – both in their learning and in their social development - is very good.
- Teaching is very good and as a result pupils learn very well.
- Provision for the Foundation Stage (Nursery and Reception classes) is very good. The 'outdoor classroom' is a very stimulating area.
- The school makes sure that all pupils are included and considered in its provision.
- The school is a powerful and attractive learning environment where pupils' work is valued through high quality displays: pupils present their work well.

What could be improved

- Standards are improving rapidly and all legal requirements are met, therefore, there are no areas for improvement that are not already identified in the school development plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in June, 1997. Very good improvement has been made since then. Following up the key issues for action of that inspection, the school has implemented performance management strategies and uses appraisal well. The governing body has taken action on absence records and granting leave of absence. With the growth of the school, the organisation of the curriculum and use of assessment have been improved. Teachers' expectations of pupils are high and as a result pupils' independent learning skills are well developed. The school has improved its performance in all areas of its work. In particular, standards are higher, teaching has improved and the provision for pupils' personal development is better.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	A	A
mathematics	C	B	B	C
science	B	B	A	A

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

The table shows that the results of National Curriculum tests for eleven-year-olds in 2001 were well above average in English and science and above average in mathematics. Compared to schools in a similar context, English and science are well above average and mathematics is in line with the average of other schools. There is a strong three-year trend of results improving faster than the national rate of improvement. Test results for seven-year-olds show reading and writing to be above the national average and mathematics is well above that average. Reading and writing are in line with the average of similar schools while mathematics is above that average. A particular feature of the results of both seven-year-olds and eleven-year-olds is that an above average proportion of pupils achieve the higher levels possible for their age. Targets for achievement are set throughout the school. The targets set for eleven-year-olds in 2001 were exceeded. The school has refined its target setting procedures and those targets set for 2002 are much more demanding. Pupils are on track to achieve their targets.

In the work seen, standards in English and mathematics are above the standard expected when pupils are seven and eleven. It is not possible to make judgements about standards in other subjects because of the nature of a short inspection. However, examples of work above the standard expected were seen in science, art and design, design and technology, history and geography, information and communication technology and music. All work seen was at least at the expected standard for pupils' ages. Children in the Foundation Stage (Nursery and Reception classes) are on course to attain or exceed the objectives of the Early Learning Goals for their age. Assessment of knowledge and skills when children enter full-time school indicates a broad spectrum of ability but standards that are overall about average. Given their starting point, pupils make good progress throughout the school and achieve standards that are better than might be expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils come eagerly to school ready to learn.
Behaviour, in and out of classrooms	Good. Most behaviour is very good. A small number of pupils have not acquired the high standards of behaviour promoted by the school.
Personal development and relationships	Very good. Good social skills are a characteristic of the school and its pupils.
Attendance	Very good. Attendance levels are well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching in English and mathematics is very good. The school has made very good use of the national strategies for teaching literacy and numeracy. Pupils make very good progress in acquiring skills in these areas and then apply the skills well across the curriculum. Teachers plan their lessons well, making very good use of their subject knowledge and developing good links between different subjects. They manage pupils well. This results in a very positive atmosphere for learning. Pupils know that their contributions to the work of the school will be well received. Consequently they try hard. They concentrate, show interest and persevere. Their work is always well presented. Pupils of all abilities are given tasks that suit their needs. Higher attaining pupils consistently produce work that is above the level expected for their age. Pupils with special educational needs get the tasks and the support they need to meet the targets on their individual plans for learning. Some of the provision for special educational needs is outstandingly good, ensuring that these pupils get not only the academic support they need but also that their social and pastoral needs are well met. Very good teaching and very good provision for all pupils ensures that learning is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school fully meets legal requirements within a rich and broad curriculum. Residential visits and activities out of school hours do a great deal to extend the curriculum.
Provision for pupils with special educational needs	Very good. The school makes very careful provision for these pupils both within the classroom and within well-targeted groups such as the 'nurture' group.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has significantly improved its provision since the previous inspection. Pupils receive very good support and guidance in their personal development. As a result they are very positive about themselves and others. Provision for multi-cultural awareness is not as strong as provision in other areas.
How well the school cares for its pupils	Very good. The school has a good network of policies. They are well observed by all adults working in the school, ensuring that it is a safe and caring environment. The pupils' needs are very well known and catered for.

Parents are very positive in their views of the school. The home and school partnership is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. Very effective management ensures that the work of the school is calm and purposeful. Leadership continually points the school towards high standards, high expectations and further improvement. A strong feature of the leadership of the school is its commitment to 'Investors in People', an indication of the way all staff are valued.
How well the governors fulfil their responsibilities	Excellent. The governors are deeply committed to the school, know its strengths extremely well and also know what needs to be done next. They are vigorous in creating an environment where developments take place. Frequent meetings keep them well in touch.
The school's evaluation of its performance	Very good. The school makes very good use of strategies for performance management and appraisal. Self-evaluation is clear, precise and used very effectively in seeking further developments.
The strategic use of resources	Very good. The school allocates its finances very carefully. The accommodation is well cared for and used, limited only by the need to maintain a large number of temporary buildings. Learning resources are good and well used. Adequate numbers of talented teachers are complemented by skilled learning support assistants. Staff are very well deployed to where they are needed most.

The school makes very good use of the principles of best value. All spending decisions are carefully considered in the light of the school's challenge to itself, the way in which it competes, after careful consultation and after comparing its results and provision with those of other schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Leadership and management and teaching are good and their children like school. Behaviour is good and their child makes good progress. The school has high expectations and helps their children to grow in personal qualities. They feel comfortable approaching the school with any concerns. 	<ul style="list-style-type: none"> The amount of homework. The amount of information about their child's progress and the working relationship between home and school. The range of activities out of school time.

The vast majority of parents are very positive about the school and supportive of its work. The inspection team agrees wholeheartedly with their view. St. Paul's is a very effective school that values its partnership with parents. A very small minority of parents had some concerns that are not shared by the inspection team. The school gives homework in line with the guidance of its homework policy. The team judges this to be sufficient. A good range of activities is provided out of school time within a rich and stimulating curriculum. Most out of school time activities are for older pupils in the school. This is usual in primary schools. Parents of younger pupils may not be aware of the provision made by the school. Parents have the usual range of opportunities to discuss the progress of their child with teachers and receive an annual written report about progress. There is a good range of newsletters. Parents get advice on how to help with mathematics. There is a reading diary and homework book. Parents are informed about the content of future topics. Curriculum meetings are held. There is written guidance for the parents of children in the Foundation Stage. The inspection team judges the school's provision to be satisfactory.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

National Curriculum standard test results have improved rapidly over three years and are above or well above the national average for both seven and eleven-year-olds.

1. Children enter the school from a range of pre-school settings. A few have no experience of pre-school education beyond the home. The school's new Nursery is excellent provision, especially the provision in the 'outdoor classroom' that has a rich and varied multi-sensory approach. The 26-place Nursery class will provide less than 50 per cent of the school's Reception intake, currently standard number of 60. When they begin full-time schooling children are assessed using a national baseline assessment system in addition to Warwickshire's own baseline assessment system. This indicates a wide range of attainment that is about average overall. Since the introduction of the Foundation Stage Curriculum the school has prioritised the development of children's oral language. However, children are given many opportunities to write, although not all will achieve the last of the Early Learning Goals for writing. This approach develops the skills that allow pupils in Year 1 and Year 2 to make rapid gains in writing. Children make good progress through the Reception year so that by the time they are ready to enter Year 1, they are well on target to achieve or exceed the Early Learning Goals of the Foundation Stage curriculum. The Foundation Stage provision lays down a good basis for pupils to make later substantial gains in basic skills which enables them to do well in National Curriculum tests when they are seven.
2. In the 2001 National Curriculum tests, seven-year-olds achieved results that were above the national average in reading and writing and well above average in mathematics. Results compared with schools in a similar social and economic setting were average for reading and writing and above average for mathematics. Results for teacher assessments in science were not as strong, but about average for all schools. In reading and in mathematics a high proportion, larger than usual, gained results that were above the standard expected of seven-year-olds. At the same time, there were fewer pupils who gained lower than expected levels than in most schools nationally. This suggests that pupils capable of achieving higher standards are well challenged to do so and that those pupils who struggle to achieve basic skills get the support they need to achieve their learning targets. Over a three-year period, both boys and girls do better than the standard of boys and girls nationally. In the past five years, results have dipped once, in 1998, when writing fell below the national average for the first time. Results in all subjects have shown a steady rising trend since then. This rising trend is more rapid in maths and least marked in reading. However, results in all areas tested remain above the national average.
3. In the same year, eleven-year-olds achieved National Curriculum tests results that were above the national average in mathematics and well above that average for English and science. Compared with schools in a similar context, English was well above average, mathematics in line with average and science well above average. When these results are compared with the results for the same pupils when they were seven (when results were about average), results now in English and science are well above average and in mathematics above average. The implication of this is that pupils have made good progress in mathematics and very good progress in English and science in Years 3 to 6. As is the case for seven-year-olds, fewer pupils than in most schools do not get the expected level in all areas tested and more pupils

than in most schools gain the higher levels possible for eleven-year-olds. The implication is that the school ensures that potentially higher achieving pupils are given every opportunity to make the progress they are capable of and that those pupils who find learning basic skills difficult get the good support necessary to ensure their progress. There is a growing gap between the school's trend of improvement and the national trend of improvement. In 1999, the school's first cohort of pupils gained results that were a little above average. Subsequent years have improved systematically on those results. There is some gender difference in the results achieved. Girls do better than boys. However, both boys and girls do better than boys and girls nationally.

4. Because pupils acquire good basic skills, they do well in national tests. However, the school ensures that pupils' basic skills are put to good use in work across the curriculum. Pupils use their confident reading skills to do their own research, especially in history, geography and science. They are taught specific library skills that enable them to have access to the information in reference books. They use their writing skills to create powerful pieces of persuasive writing, to write interesting letters, to report on their exciting opportunities for learning beyond the classroom and to retell well-known stories. These are often from a different and imaginative viewpoint. Mathematics skills are well used to support science investigations.

The excellent management of the headteacher and governing body have ensured very good provision in all aspects of school life.

5. Leadership and management in the school are excellent. The headteacher leads by example in establishing positive and open channels of communication with all involved in the work of the school. He is continually involved with his pupils, supporting them, discussing current issues with them and encouraging them. He relates positively to all staff in the school, ensuring good relationships. His relationship with members of the governing body is very good. Through these channels of communication, he makes his expectations clear to all, establishing a very clear sense of purpose. Management strategies and tools are thorough. Appraisal is well used. The school is precise in its self-evaluation. The development plan is carefully crafted, ensuring that the school has the right priorities, that everyone knows what those priorities are, who is responsible and how much developments should cost. Further, the plan identifies success criteria and time targets. The school prospectus is an efficient way of giving basic school information to parents. A good range of policy documents give a sense of direction and purpose to the school.
6. Governors give excellent leadership and are successful in ensuring legal requirements are met. They are very committed to the work of the school and well informed about it. They hold meetings more frequently than is expected of them, which enhances their knowledge of the school, keeping them well up to date with its business. Much of their information comes through the usual channels: the headteacher's report to governors, school newsletters and formal and informal discussions with the headteacher and staff of the school. Additionally many governors are regular visitors to the school and the classroom. This puts them in a very strong position to make decisions on behalf of the school to support what it does. They are committed to their own training. On a regular basis, they evaluate the progress made in achieving the priorities on the school development plan. They play a significant part in the important management processes of the school. For example, they establish and monitor school spending through its delegated budget. They write their own annual report to parents, something that is frequently delegated elsewhere by governing bodies. All committees and working parties minute their proceedings. Many

members of the governing body have specific responsibilities, for example, as special needs governor, or as governor for literacy and numeracy. They work closely with subject managers and know what is happening in the classroom. They are very well placed to manage their responsibilities for the school efficiently. As the school has grown, their decision-making has ensured that there is efficient provision of human and material resources. Their only regret in developing an all-through primary school is that they have not been successful in securing permanent classrooms for all pupils. Despite the inconveniences that temporary buildings cause, neither the governors nor the school have allowed their high expectations of a successful school to slip.

7. Determined leadership and management ensure that money is very well spent. Staffing is adequate for the number of pupils on roll. The headteacher and governors have made staffing decisions judiciously. Very good use is made of teachers' skills. The role of 'leading teachers' (specifically recognised as being skilled in an area of the curriculum) in literacy, numeracy and the Foundation Stage adds significantly to the quality of teaching and learning. Teachers are very well complemented by the skills of learning support assistants. Good support is given to all pupils, but particularly to pupils with specific learning needs. Parents and pupils discuss the targets on individual learning plans with staff. The school manages additional intervention to support learning needs very well. 'Booster' classes, additional literacy sessions and early literacy intervention all play an effective part in raising standards. All staff are very well deployed and they have a strong commitment to the success of the school. Learning resources are good and staff use them very effectively. Temporary classrooms are small compared to the others in the school. Despite this, staff work hard to make them attractive areas for learning. Pupils do not allow the inconveniences of temporary classrooms to affect their work.

The care of pupils – both in their learning and in their social development - is very good.

8. The care of pupils is at the heart of the philosophy of the school and very good provision is made for the well-being of pupils. Both in its policy documentation and in what it does, the school is very clear about how pupils should be managed and what learning opportunities they should have. There is very good provision through personal, social and health education and through citizenship. Consistent messages are promoted through assembly. The influence of assembly pervades the classroom on a daily basis. Provision is made for all classes to have periods of reflection. Staff and pupils can set themselves aside briefly from the pressure of teaching and learning. They give consideration to what makes for success in the classroom and daily life and how improvements can be made on a personal and collective basis. The school promotes an atmosphere of order and purposefulness. Some of this stems from the public display throughout the school of its aims statement. In every classroom there are class rules formulated by pupils. Pupils demonstrate an understanding of right and wrong through these rules. Because the rules are their own, they are so much harder to break. There is a great deal of respect in the school. Teachers show their respect for pupils in the way they talk to them, accept their ideas and appreciate their work. Pupils show their respect in the way they try in class, behave well and are polite and responsive. Pupils are cared for in the way work is planned, marked and in the way assessments are made and used to promote further progress. Staff know the pupils who need specific care very well, for example, for medical problems. The impact of the very good care of pupils is obvious in the way pupils conduct themselves, in the progress they make and in the high quality way in which they present themselves and their work.

Teaching is very good and as a result pupils learn very well.

9. In the lessons seen throughout the school, the quality of teaching is very good. Lessons are vigorous and make good use of teacher knowledge of the content of their lessons. For example, in a Year 3 science lesson, the teacher successfully covered all the essential elements of practical and investigative science in a brisk fifteen-minute introduction to the task. She covered fair testing, prediction, careful observation and recording and tips for pupils creating their own investigation. The work was made different for different levels of prior attainment and the introduction was punctuated by very good use of subject specific vocabulary. The result was that pupils had a very clear idea of what they were learning, what they needed to do and how to go about it. A similar example of the quality of teaching was in a Year 2 music lesson where the teacher skilfully combined listening and appraising music with composing and performing within the one lesson. Planning for individual lessons is secure. It is made more secure because teachers plan lessons for parallel classes together. This ensures that the combined best ideas of teachers are used and that the whole year group gets similar coverage of the work.
10. A particular feature of the quality of teaching is the way in which teachers manage pupils. There is never a raised voice or negative comment. The school has a policy of 'no humiliation' and this is highly successful. At the same time, any deviation from the purpose of the lesson is firmly dealt with. Praise is given publicly when appropriate. Criticism is given quietly and privately, often in a whisper. The effect this has on learning is that pupils concentrate for long periods and get plenty of time to practice the skills they are learning. Very good use is made of learning resources. One example of this is the very good use teachers make of laptop computers in lessons, both to present lessons to pupils and for the use of pupils themselves. Again, everything is ready to hand, ensuring the minimum of fuss and no waste of time. Most teachers have very good questioning techniques. These are used to very good effect at the beginning of lessons to clarify pupils' previous learning so that the right starting point for the lesson is found. Teachers frequently ask the 'why?' questions that challenge pupils' thinking. They ask questions that demand answers of pupils throughout the range of ability. In mathematics, teachers make good use of questioning strategies that ask 'Can you explain how you got that answer?' and 'Who can suggest another way?'. Yet at the same time, teachers are able to leave enough space for pupils' contributions. There is time to listen to what pupils have to say and to acknowledge their ideas. A strong feature of the learning is that pupils have a good understanding of what they need to do and learn. This is because teachers identify clear learning objectives and discuss these at the beginning of lessons. Summary sessions at the end of lessons go through learning objectives to check whether or not they have been met.
11. There is ample evidence of very good teaching over time. Pupils' books contain a good volume of well-presented work. The work is always marked. Comments give acknowledgement to pupils' efforts. The tasks pupils complete are usually stimulating and challenging. Occasionally worksheets get in the way of pupils' opportunities to demonstrate the best of their knowledge and understanding. However, most tasks meet the learning needs of pupils very well. There is usually opportunity for potentially higher attaining pupils to show their flair and creativity. Tasks are usually tailored to the needs of pupils who have difficulty in learning basic skills. This keeps them engaged and motivated. As a result, pupils of all ability levels make good progress.

12. Teachers have taken full account of national strategies for teaching literacy and numeracy. They use the strategies with energy and imagination. Among the outcomes are very good extended pieces of writing. Many of these involve the use of powerful language for persuasion. Older pupils know very well how to present the content of a letter, to write their own reflective poetry or to write creatively from a different viewpoint. In numeracy, younger pupils use the language of shape very confidently, discriminating between two and three dimensions by defining their properties. Examples of strong teaching were seen right across the curriculum: in the Foundation Stage, in English and mathematics, in science, ICT, design and technology, geography, music and physical education. French is well taught as an addition to the statutory curriculum. The outcomes of strong teaching are evident in the good work seen in pupils' books and displayed thoughtfully throughout the school. The work is the result of application, perseverance, care and determination: features of a very good quality of learning.

Provision for the Foundation Stage is very good. The 'outdoor classroom' is a very stimulating area.

13. The school has seized opportunities to build a new stage into its provision and has worked vigorously to establish the 'Foundation Stage' for children in Nursery and Reception classes. The introduction of a Nursery class has been a critical factor in this. The provision for all areas of the Foundation Stage is excellent. A wide range of well thought out activities promotes learning using good resources. Planning is well linked to the 'Stepping Stones' (National guidance that analyses the step by step progression of the Foundation Stage curriculum). Clear objectives are planned for all activities and the outcomes of activities are evaluated and used for future planning. A detailed assessment strategy is well used to check children's progress against the 'Early Learning Goals' of the Foundation Stage curriculum. All staff work efficiently together as a team. All are fully involved in planning and evaluation. Adults interact well with children, giving them good support through activities. At the same time, there is a strong emphasis on children's personal and social development, especially in the promotion of independence. Very good basic skills teaching is seen in the area of communication, language and literacy and in mathematical development. The school's philosophy places a strong emphasis on the development of oral communication, believing the children need to express themselves in speech before beginning to learn writing skills. Teaching and learning in creative development is strong, especially in art and design. Equally strong is teaching and learning in knowledge and understanding of the world. Children learn well by being actively involved. Relationships are very good throughout the Foundation Stage: between adults and children and among children. Adults manage pupils extremely well.
14. A particular feature of the school's provision is the way in which its outdoor provision for the Foundation Stage has been planned and developed. The 'outdoor classroom' is a highly organised network of stimulating outdoor activities. It is planned to address many of the 'Early Learning Goals'. It is innovative with many original features. For example, children follow a 'sensory' path. They walk and climb through tunnels and bridges. There are well-organised areas for role-play. Their senses are continually stimulated by eye-catching displays and by sound stimuli such as wind chimes. Imaginative use has been made of redundant CDs hanging in a tree producing iridescent patterns. Children ride wheeled toys. The whole of the outdoor environment is planned as an all-round sensory experience. It is very well developed to stimulate imaginative and adventurous play.

The school makes sure that all pupils are included and considered in its provision.

15. St. Paul's is determined to be inclusive. School documentation, such as the prospectus, aims statement, policies on equal opportunities, behaviour and personal and social education sets high expectations of inclusion. The documentation points the direction for all adults working in the school. It establishes a sense of purpose for them. Efficient leadership and management ensure that policy is put into practice. As a result, pupils at all levels of ability are provided with work appropriate to their needs. This is an important factor in the ever-improving standards of work achieved. Higher attaining pupils get the learning opportunities they need. Pupils on the special education needs register, those who find aspects of learning difficult, get very good support. They are well supported through their individual plans for learning. Teachers and other adults use these well. Some of this support is within the classroom. Where necessary, the support is given outside the classroom, individually or in small groups. This enhances opportunity for all. Of particular note is the work with the 'nurture' group, a group of pupils with particular social and pastoral needs. The school recognises the special needs of these pupils. It provides them with a calm but powerful programme of work and intervention to help them overcome their difficulties and enhance their learning opportunities. The work with the 'coordination' group (who get specific support to enhance their physical skills) is very well organised and managed. Some of the work of support teachers and assistants is remarkable in the detail they bring to the recording of pupils' response and progress. A powerful feature of the school's determination to be inclusive is the work of the school council. Representatives of every class meet on a regular and recorded basis to discuss whole school issues from the pupils' perspective. Their views are presented to senior management who take them very seriously. Among recent issues discussed are whether or not to allow football to be played in the yard. This is a good illustration of the school's respect for pupils. It means that all pupils get a say in the way their school is organised and run. Pupils are listened to: another example of this is the recent pupil survey that is part of the 'business excellence' model used by the school.

The school is a powerful and attractive learning environment where pupils' work is valued through high quality displays: pupils present their work well.

16. Complementing the quality of teaching and learning is the way the school presents itself as a learning environment. Teachers organise their classrooms well so that resources are easily and conveniently to hand. They show that they value pupils' endeavours by displaying work attractively. All areas of the curriculum are reflected in all classrooms. The quality of display spills over into public areas so that corridors are part of the learning environment. This has a strong impact on the quality of learning and reflects well on the quality of teaching. The work on display is not only good in respect of standards achieved, it is good in terms of the quality of handwriting and presentation. The building is bright and clean. The accommodation is very well enhanced by the way in which staff present their classrooms. The vigorous and imaginative display of pupils' work is a significant feature. These aspects of a well-managed school considerably enhance the environment for learning. All in all, the way the school presents itself tells the visitor a great deal about its expectations and aspirations and becomes to pupils a powerful incentive towards high standards.

WHAT COULD BE IMPROVED

17. The inspection team identifies no areas for improvement that will help standards rise more rapidly than they are already rising. Statutory requirements are fully met and therefore there are no areas where the observation of legal requirements needs to be established.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The school has no key issues to address, either to raise standards or to ensure compliance with statutory requirements. Current legislation is fully complied with and standards are rising rapidly year-by-year. In its strategic planning, the school has identified its priority areas for development. These include further use of information and communication technology across the curriculum, the review of the special educational needs policy in the light of the new code of practice, and continuing to work towards the establishment of permanent buildings in place of the current temporary accommodation. The school knows its needs well through rigorous and perceptive self-evaluation. It has successfully identified its own areas to improve further.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	16	10	4	0	0	0
Percentage	9	48	30	12	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	431
Number of full-time pupils known to be eligible for free school meals		40

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	8	105

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	26	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	32	33
	Girls	25	26	25
	Total	53	58	58
Percentage of pupils at NC level 2 or above	School	88 (87)	97 (92)	97 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	29	31
	Girls	25	26	24
	Total	54	55	55
Percentage of pupils at NC level 2 or above	School	90 (87)	92 (93)	92 (84)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	32	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	27	32
	Girls	32	29	32
	Total	61	56	64
Percentage of pupils at NC level 4 or above	School	94 (87)	86 (86)	98 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	28	33
	Girls	29	26	32
	Total	58	54	65
Percentage of pupils at NC level 4 or above	School	89 (80)	83 (83)	100 (88)
	National	72 (72)	74 (72)	82 (79)

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	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	429
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.9
Number of pupils per qualified teacher	27.1
Average class size	28.7

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	305

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	2
Total aggregate hours worked per week	35
Number of pupils per FTE adult	4.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-2001
	£
Total income	781,752
Total expenditure	798,169
Expenditure per pupil	1,810
Balance brought forward from previous year	44,551
Balance carried forward to next year	28,134

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	444
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	41	1	1	0
My child is making good progress in school.	58	39	1	1	1
Behaviour in the school is good.	49	45	1	0	4
My child gets the right amount of work to do at home.	40	48	8	1	4
The teaching is good.	66	32	1	0	1
I am kept well informed about how my child is getting on.	54	36	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	74	20	5	1	0
The school expects my child to work hard and achieve his or her best.	73	26	0	0	1
The school works closely with parents.	56	34	7	1	1
The school is well led and managed.	64	34	1	0	1
The school is helping my child become mature and responsible.	61	37	1	0	1
The school provides an interesting range of activities outside lessons.	36	40	8	1	15

Other issues raised by parents

A small number of parents mentioned the matter of homework. Some felt too much was expected and others that insufficient homework was given. The inspection team feels the school has the balance about right. Some minority concerns were raised about the home and school working relationship and the quality of information for parents. Although there are ways in which annual reports to parents can be developed, the school makes appropriate arrangements for parents to be informed of their children's progress. The inspection team believes that the home and school working relationship is very good.