

INSPECTION REPORT

FOXDELL INFANT SCHOOL

Luton

LEA area: Luton

Unique reference number: 109572

Headteacher: Mrs Irene Smith

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 15th - 17th April 2002

Inspection number: 195831

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery and Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Dallow Road Luton Bedfordshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Patrick George
Date of previous inspection:	16 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24254	Tom Shine	Registered inspector	Science Music English as an additional language	How high are standards? How well are pupils taught? How well is the school led and managed?
19426	Chris Farris	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22790	Jane Pinney	Team inspector	English Geography History Physical education	
12764	Wendy Thomas	Team inspector	The Foundation Stage Art and design Design and technology Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
22113	Aileen King	Team inspector	Mathematics Information and communication technology Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This two-form-entry infant school has the full-time equivalent of 202 children on roll and is slightly smaller than other average sized primary schools of this type. Fifty-two of the children attend part-time in the nursery, which is oversubscribed. There is a broadly equal number of girls and boys, except in the nursery, where there are slightly more boys than girls. Since a recent change in policy of the local education authority (LEA), children now enter the reception, on a full-time basis, in the autumn term following their fourth birthday. Although pupil mobility is generally low, in Year 2 since last September, there has been more mobility than usual up to the time of the inspection, with two pupils leaving and six arriving. The majority of pupils come from homes in disadvantaged parts of the LEA. The proportion of pupils eligible for free school meals at 26 per cent is above average, whilst the proportion with special educational needs (SEN), the majority of whom have general learning needs, is below the national average. At the time of the inspection there was one pupil with a proposed statement of SEN. When children enter the nursery their attainment is below average. The number of pupils from a range of ethnic minority backgrounds, at over 90 per cent, is very high with the main group being drawn from the Pakistani community. About half the pupils speak English as an additional language (EAL) and of these, all are at an early stage of acquiring English. The main languages spoken are Urdu, Punjabi, Bengali and Polish.

HOW GOOD THE SCHOOL IS

This is an effective school where the standard of pupils' work in most subjects is broadly in line with those expected in Year 2. Pupils have good attitudes to learning. All of the teaching is at least satisfactory and over half of it, mostly in Key Stage 1, is good. The school is committed to educational inclusion and by the time they leave Year 2, pupils with SEN and EAL achieve well. The headteacher leads the school very well; it has a positive ethos and provides good value for money.

What the school does well

- Teaching is good in Key Stage 1 overall, enabling pupils to make good progress and achieve well.
- The school is very successful in promoting pupils' personal development, producing good attitudes and relationships.
- Pupils are very well behaved.
- Support for pupils with EAL and SEN is good overall, enabling these pupils to achieve well.
- The headteacher provides very good leadership and is supported well by her deputy head.
- Parents have a high regard for the school, which has a warm and friendly atmosphere.
- Provision for out of school activities is very good.

What could be improved

- The role of subject co-ordinators; they do not check on the progress and quality of pupils' work, nor teachers' planning, rigorously enough.
- Standards in design and technology.
- The curriculum is insufficiently balanced and some subjects are given insufficient teaching time.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in June 1997, it has made good progress, overall. Whilst the proportion of good or better teaching is broadly similar to that at the last inspection, teaching in

mathematics and science has improved and there was a higher proportion of good lessons observed in English. There was no unsatisfactory teaching, unlike at the last inspection. Standards have improved in history, geography and religious education but have regressed in design and technology where they are unsatisfactory. The school has made good progress in addressing the issues identified at the last inspection. Since then, there have been a number of national initiatives that have improved the educational experiences of pupils at the school, including funding from sources such as the Business Education Partnership and the New Opportunities Funds. The school also continues to receive funding, albeit on a reducing scale, from the Ethnic Minority Achievement Grant. Since the last inspection, the Foundation Stage covering both nursery and reception has been introduced. However, when planning the Foundation Stage curriculum, staff do not take sufficient account of what children need to learn next in each area of learning.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	D	C	C	A
writing	C	B	B	A
mathematics	D	C	D	C

Key

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

The school did well for its pupils by the time they were ready to leave the school at the end of Year 2 in 2001. Taking account of the performance of all pupils in the year group, they achieved very well in reading and writing when compared to those in similar schools, whilst they matched their performance in mathematics. Reading was in line compared to the national average, was above in writing, but below in mathematics. Over a three-year period from 1998, there has been a general upward trend in standards in reading and writing, whilst the trend in mathematics has tended to fluctuate more.

Inspection findings show that pupils build on the reasonable progress they make in the Foundation Stage and their standards are broadly in line with the national average in reading, writing and mathematics when they leave the school at the end of Year 2. Standards in speaking and listening are broadly at expected levels and overall, pupils are achieving well in relation to their prior attainment. These standards are actually closer to the national test results in 2001 than the above table might suggest, as the proportion of pupils reaching the expected standard (level 2) in all three areas also reflected the national average. Standards in science are broadly average and are higher than the teacher assessments in 2001, which the school believes were too conservative. Since last September, three pupils arrived in Year 2 who are unlikely to achieve level 2 in the National Curriculum tests in 2002 – five per cent of the cohort. The school has therefore lowered its targets for pupils to achieve level 2 in reading, writing and mathematics, but expects more pupils to achieve the higher level 3 in all areas including teacher assessments in science. In Key Stage 1, pupils with SEN and EAL make good progress, overall. In most other subjects, standards are as expected, including religious education, geography, and history, where they were below average at the last inspection. In physical education they are above average, but are below in design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good throughout the school and have a positive effect on pupils' learning.
Behaviour, in and out of classrooms	This is very good, including in the dining hall and playground and provides a good environment for learning.
Personal development and relationships	Relationships amongst pupils and between pupils and members of staff are very good. Pupils' personal development is satisfactory. Pupils undertake the limited range of responsibilities they are able to do willingly, increasing their confidence and self-esteem.
Attendance	This is poor – well below the national average. The main reason is extended holidays taken in term-time. Unauthorised absence is above the national average.

Pupils' good attitudes and very good behaviour and relationships have a positive influence on pupils' learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	Satisfactory	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 the Foundation Stage is satisfactory, overall. Nursery nurses are responsible for leading in the nursery. All staff have good relationships with the children, provide a calm and caring environment in which to work and manage them well. In both the nursery and reception classes, provision for children's personal, social and emotional development is good and children make good progress in this area of learning. In mathematical development, in the reception, children also make good progress. In the other areas, the staff are not sufficiently confident in teaching the curriculum for progress to be more than satisfactory and do not monitor children's progress sufficiently. Learning in the Foundation Stage for all pupils therefore, including those with EAL and SEN, is satisfactory, overall. In Key Stage 1, teaching is good in two out of three lessons and is particularly good in English and mathematics. The skills of literacy and numeracy are generally taught well. In science, teaching has improved, is now good and is pushing up standards. Teachers have good subject knowledge and good relationships that enable them to manage their classes well and engenders good attitudes to learning in their pupils. Teachers use good questioning to assess their pupils' levels of understanding. In a minority of lessons the pace is not set at the right level and pupils find it difficult to maintain concentration. The school is keen to ensure the needs of all its pupils are equally met. In Key Stage 1 they learn well, including those with EAL and SEN. In the other subjects, teaching is satisfactory in art, music and religious education, good in geography and very good in physical education. There was insufficient evidence to judge the quality of teaching overall, in design and technology, history and ICT. Homework is appropriate for pupils' ages and in line with that normally found in a nursery and infant school. With some exceptions, teachers' marking is not as helpful as it could be to show pupils how to improve their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory overall, but there is insufficient teaching time allowed for subjects such as design and technology, where standards are below average.
Provision for pupils with special educational needs	Satisfactory in the Foundation Stage, good in Key Stage 1. Overall, pupils make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Good overall. In Key Stage 1, pupils are well supported by specialist staff and make good progress. In the Foundation Stage bilingual staff provide effective support and children make satisfactory progress, overall.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall. Provision for pupils' spiritual development is good and is very good for moral, social and cultural development. This provision is a strength of the school.
How well the school cares for its pupils	There are very good procedures in place to ensure children's safety and well being. Procedures for assessing and tracking pupils' progress and using this information in teachers' planning are inadequate overall.

Parents think very highly of the school and it has very good links with them. A number of subjects are given less teaching time than normally provided for. Provision for out of school activities is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory, overall. The headteacher provides very good leadership and is supported well by her deputy head. Management is satisfactory. The roles of subject co-ordinators are not developed enough.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors are very supportive and have a clear understanding of the school's strengths and weaknesses and fulfil their statutory responsibilities appropriately.
The school's evaluation of its performance	Satisfactory overall, but more could be done to check on, and assess, the school's academic performance.
The strategic use of resources	Good. Specific grants from various initiatives are used well to help pupils learn. Funding for SEN and EAL is used effectively, overall.

Staffing, including teaching and support staff, is adequate to meet the demands of the curriculum. There is a good range of effective staff for EAL and SEN. Accommodation is satisfactory overall, but the exterior of the buildings is in need of urgent maintenance. Learning resources are satisfactory, overall. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• They make good progress.• Behaviour is good.• Teaching is good.• Pupils are expected to do well.• The school is well led and managed.	<ul style="list-style-type: none">• The right amount of homework.• The information about pupils' progress.

Inspectors agree with parents' positive views. They found that the amount of homework is appropriate for pupils' ages and the information provided to parents about their child's progress is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Inspection findings show that most pupils in Year 2 are achieving standards in reading, writing and mathematics that are broadly in line with the national average. These findings reflect the results in the National Curriculum tests in 2001 when the proportion of pupils reaching the expected standard (level 2) in all three areas, mirrored the national average. Inspection evidence finds standards in science are in line with those expected for pupils in Year 2 and are better than the teacher assessments in 2001 would suggest. This is because the school has received considerable support in teaching science from the LEA. The school also accepts that teachers' assessments in 2001 may not have been accurate and were probably too conservative. Of the six pupils who arrived in Year 2 since September, three had either no previous school experience or had very limited writing skills – five per cent of the year group. Although they have made good progress they are still performing at below expected levels.
2. Following a recent change in the policy of the local education authority (LEA), children enter the nursery part time in the autumn term following their third birthday and enter the reception class on a full time basis in the autumn following their fourth birthday. It is too soon to judge the effect of this change of policy on standards. However there are some weaknesses in provision that prevent the school from allowing children to take full advantage of this change in admission practice. At the last inspection, provision for children under five was judged to be very good. Since then the curriculum for the Foundation Stage has been introduced and planning takes account of all the areas of learning. The nursery is led by two nursery nurses, who are doing their best to develop their expertise, to take account of these changes. However their skills are not yet developed to the point where children's progress can be accelerated beyond the satisfactory level observed in inspection, particularly in language, literacy and communication, although provision for children's personal, social and emotional development is good.
3. For about 90 per cent of children who enter the nursery, English is an additional language (EAL). These children therefore are at the very early stages of learning English and their speaking skills are below average. Many children are only able to make their needs known through nods or gestures and several find it difficult to sit still and listen. They are unlikely to achieve the Early Learning Goals in communication, language and literacy. Children's mathematical skills and their personal, social and emotional development are also below those expected nationally when they enter the nursery. By the time they are ready to leave the reception classes they are on course to achieve the Early Learning Goals in mathematical development. Most children know their age, are able to say how old they will be on their next birthday and are able to compare numbers to say which is greater or smaller. By the time they transfer to Year 1 the majority of children are also likely to attain the early learning goals in their personal, social and emotional development. Children are developing good attitudes to learning, are trying hard with the activities offered and are developing good levels of concentration. They are on course to achieve the Early Learning Goals in creative and physical development. In knowledge and understanding of the world, although children enjoy planting seedlings and using the computer, they are unlikely to attain the Early Learning Goals by the time they enter Year 1. In the Foundation Stage, all children, including those with special educational needs (SEN), make satisfactory progress in most areas of learning and good progress in personal, social, emotional and mathematical development.
4. Inspection evidence finds that, by the end of Year 2, pupils' standards in speaking and listening reflect those expected for those of this age. All pupils make good progress and achieve well given their prior attainment. Pupils speak reasonably confidently and clearly despite the fact that there is a large majority of pupils whose home language is not English. Pupils with EAL are well supported, are encouraged to engage in conversation and make good progress. Pupils with SEN are also well supported and make good progress. All are given frequent opportunities to speak in class either in small groups or to the whole class, when for example, they respond confidently to

their teachers' questions. In assemblies, pupils also listen appropriately and on occasion speak very clearly. In one assembly a boy confidently led the school in a prayer that he had composed himself for a pupil who was ill and awaiting an operation.

5. By the end of Year 2, pupils' reading standards are broadly average and are not as good as those reported at the last inspection. All pupils in this year group are making good progress. This includes pupils with EAL who, because of the good support they receive, are achieving well in relation to their prior attainment. Pupils with SEN make good progress against the reading targets identified in their individual education plans (IEPs). There are more pupils reading at above average levels of comprehension because of the beneficial impact of the reading partnership. Pupils read a wide selection of books reasonably fluently and with suitable expression and pronounce unfamiliar words correctly using their phonic knowledge. All pupils enjoy using the attractive new library.
6. Pupils' standards in writing in Year 2, are broadly average, with a considerable proportion reading at levels above average. Writing is improving because of a number of positive initiatives such as a new phonics scheme that is helping pupils with EAL learn effectively and the Early Literacy Strategy, supporting pupils in Year 1. In addition, pupils are grouped into three sets based on prior attainment in Year 2, enabling teachers to target work more accurately to match pupils' needs. All pupils, including those with EAL or SEN, are achieving well. Most pupils spell a range of familiar words reasonably accurately and consistently. Although handwriting is neatly presented, pupils were not writing in a consistent joined script in Year 2, restricting the progress of the above average pupils. Their writing includes stories and factual news accounts. However, there is an over-reliance on work sheets both in literacy and in other subjects, such as science, limiting opportunities to develop skills for extended writing. There are no significant differences in the performance of girls or boys. At the last inspection standards were reported as being good.
7. In mathematics in Year 2, pupils are achieving well in relation to their prior attainment and are reaching standards broadly appropriate for their age. These are similar standards to those reported at the last inspection. Pupils benefit from the setting arrangements whereby pupils are placed into three groups according to their prior attainment. All pupils, including those of both sexes and those with EAL and SEN, make good progress. Average and above average pupils are able to add and subtract confidently and multiply in groups of two and above. They have satisfactory understanding of the concepts of quarter, half and full turns. Above average pupils are very confident in numeracy and enjoy mental challenges. They are able to arrange numbers in order to 100, record tens and units correctly and calculate change for 50p. Pupils of average ability are confident in using similar strategies, but tend to use smaller numbers, for example, in calculating change from 15p. Below average pupils learn to count to 100 by grouping objects in tens and are able to work out 'one more' and 'one less' than given numbers and use pictorial graphs. Some pupils with EAL encounter difficulties because they do not have a secure grasp of the specific mathematical language to understand the concepts.
8. In Year 2, standards in science are broadly average, overall – similar standards to those reported at the last inspection. Work in their books shows that, whilst they have been introduced to the appropriate aspects of the subject and present their work well, they are given insufficient opportunities to use their literacy skills as much of their written work is comprised of work sheets. Pupils' work shows satisfactory standards in studying the effect of heat and cold in changing water into either steam or ice and good standards when considering the importance of healthy eating and the need for a balanced diet. In lessons in both classes in this year group, pupils developed their observational and analytical skills well when, in pairs, they considered the physical differences between them and correctly identified significant attributes. In Year 1, pupils studied the essential elements that plants need to grow and analysed effectively the differences between living and artificial plants. All pupils, including those with SEN and EAL, worked well together in both lessons and made good progress.
9. In information and communication technology (ICT), standards are broadly satisfactory in Year 2 and are similar to those at the last inspection. Pupils are increasing in confidence when using computers and all pupils, including those with EAL and SEN are making satisfactory progress. Pupils enjoy the subject and using the new ICT suite. Although there is evidence of pupils using

the technology in some other subjects, pupils are not encouraged to use it consistently to help them learn across the curriculum. Pupils have satisfactory skills in logging on and retrieving information that they have stored previously and are able to change the letter size, delete and save their work.

10. In religious education standards are satisfactory in Year 2 and meet the expectations of the locally Agreed Syllabus. These represent good improvement since the last inspection when they were unsatisfactory. In most other subjects of the curriculum, standards are at broadly expected levels and pupils are achieving satisfactorily, given their previous levels of attainment and capabilities. In physical education in Year 2, pupils are attaining at above expected levels and in design and technology, where there was very limited evidence to make judgements, standards were below those normally expected.

Pupils' attitudes, values and personal development

11. When children enter the nursery their personal and social skills are below average. They respond well to the good support they receive from the staff and quickly settle well to school routines and to the activities provided. They are happy and secure, enjoy coming to school and are developing good attitudes to learning. These children play happily alongside one another, although they have not yet learned to play together. As they mature and grow in confidence they develop their social skills and by the time they are ready to leave the reception class, they play happily together and begin to form friendships. As the majority of the children have EAL, they are not able to ask to share toys and equipment and tend to take toys from each other. Staff develop their social skills effectively by guiding them to ask through gestures.
12. Children enjoy the range of activities provided and develop their levels of concentration and curiosity appropriately. They enjoy cooking and are able to describe mixing the ingredients and placing them in the oven. As they become older, they learn to share toys, take turns, play well together and are becoming more sociable and co-operative. In the reception classes, children develop their personal and social skills further; their attitudes to school life and their behaviour are both good and the majority, including those with EAL and SEN, make good progress. Children in the Foundation Stage have good relationships with adults and with each other.
13. Throughout Key Stage 1, pupils have good attitudes to learning and enthusiasm for school life. They are well motivated and most try hard to do well and make progress. They generally listen attentively, both to their teachers and to their peers and they are keen to answer questions and be involved. Pupils settle down quickly to work and most show good levels of concentration, even when not directly supervised. They are particularly well motivated by new challenges, as in an art lesson in Year 2, when pupils enjoyed learning about the different techniques needed to work with clay. When required, they work together co-operatively in pairs and groups, as in a science lesson in Year 2, when pupils worked in pairs and noted sensitively the similarities and differences between each other's personal features. They are keen to give of their best and work hard on given tasks. Pupils are unfailingly treated with respect and their opinions are valued. As a result, self-esteem is high and pupils are not afraid to take risks and make mistakes.
14. The behaviour of the pupils, both in and out of the classroom is very good overall; this represents improvement on that reported at the time of the previous inspection. The pupils are very polite and cheerful and are interested in everything that is going on. They show high levels of respect for school property and treat books and equipment with due care. Lunchtime is a pleasant, civilised occasion, with pupils of all ages eating together. Pupils wait patiently for their turn to be served and queue up again in an orderly way after they have finished, before going out to play. Behaviour in the playground is also very good. Although the activities can be quite energetic in a playground area that is quite small, pupils take good care not to interfere with the activities of others during their play. Pupils happily wait their turn to take part in organised activities, for example skipping with a rope held by staff and congratulate a pupil who manages to improve his or her performance. There was a total absence of any unacceptable behaviour, including bullying, sexism and racism during the time of the inspection and conversations with parents and staff reveals that such

behaviour is rare.

15. Relationships at all levels are also very good. Pupils of all ages support each other well, are patient and understanding of those who find the work difficult, are pleasant and courteous and care for the feelings of others. They get on well with all pupils and adults and show interest in the diverse cultures and religions of the different ethnic groups. Pupils listen to the views of their classmates and many show good maturity when discussing social issues, as in Circle Time¹ in Year 2, when pupils discussed the adverse effect that showing off can have. Pupils mix well together at playtimes and lunchtime and there is a real family atmosphere within the school.
16. Pupils respond satisfactorily to the school's provision for their personal development. The range of responsibilities that can be undertaken by infant pupils is relatively limited but includes classroom duties, taking registers to the office and running errands. Pupils undertake these tasks willingly and their confidence and self-esteem is improved as a result.
17. Attendance during the last reporting year was well below the national average and is poor. Attendance is similar to that at the time of the previous inspection. Asian families taking extended holidays to their country of origin in term time adversely affect the figures. Analysis shows that without these holidays, the underlying level of attendance in the school would be close to, although still below, the national average. Unauthorised absence is above the national average and is unsatisfactory. Although punctuality at the start of the day is generally satisfactory, lessons do not always start promptly in line with the timetable.
18. Overall, the pupils' good attitudes, very good behaviour and the very good relationships that exist within the school, all contribute to the effectiveness of the learning environment.

HOW WELL ARE PUPILS TAUGHT?

19. At the last inspection, teaching was satisfactory in most subjects. It was good in English and consistently good for the 'under-fives'. Just over three per cent was unsatisfactory. In this inspection, nearly 54 per cent of lessons were good or better, of which nearly 12 per cent was very good. There was no unsatisfactory teaching observed. In the last two years four teachers have left and three have been appointed, including a newly qualified teacher and an unqualified teacher who is about to begin the Graduate Teacher Training scheme.
20. Teachers place good emphasis on educational inclusion. Most teachers know their pupils well and plan work to match their needs. The quality of teaching pupils with SEN is good in Key Stage 1 and satisfactory in the Foundation Stage. The special educational needs co-ordinator (SENCO) is very knowledgeable, well qualified and highly skilled and uses this expertise well to support those pupils identified as having SEN to ensure the specific targets in their IEPs, usually related to literacy and numeracy, are met. The majority of children with EAL is at the beginners' level in the Foundation Stage. In the reception classes for example, two thirds of children are in this category. Most of these are of Pakistani origin. Children in the Foundation Stage are supported by two bilingual assistants who provide effective support, although assessment procedures are not rigorous enough and they make satisfactory progress. The bilingual assistants enhance the children's learning and develop their confidence in the school setting. In Key Stage 1, pupils are supported in groups, usually in or near the classrooms, by two part-time teachers and a support assistant, funded by devolved monies from the Ethnic Minority Achievement Grant (EMAG). These teachers provide good support and ensure that it is relevant to the curriculum being taught by the class teacher. When, for example, a group is supported in the library, the teachers ensure that the curriculum reflects that being taught in the pupils' classrooms. They have good relationships with their pupils and a patient manner. The teachers have good technique, providing many opportunities for the pupils to speak and to listen and they make good progress. The school reports that staff from other schools in the LEA come to observe these teachers.

¹ During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Pupils respect each others' views at all times and, therefore, pupils feel confident that they can talk with ease and free from interference from other children.

21. At the last inspection the nursery formed the 'under-fives' and the consistently good teaching was the result of very good teamwork, based on detailed joint planning and a common purpose. Since then the Foundation Stage has been introduced and includes children aged three in the nursery to the end of the reception, with curriculum guidance developed by the Qualifications and Curriculum Authority (QCA). Throughout the Foundation Stage teaching is satisfactory overall, with provision for children's personal, social and emotional development (PSE) being good. The school has chosen to use nursery nurses to lead the nursery. The support they give is satisfactory overall, but, with the exception of PSE, they are still developing their confidence in the curriculum for the Foundation Stage. This is particularly the case in the area of language, literacy and communication. However, they compensate for the fact that children do not have the skills to communicate confidently with each other by making good provision for PSE. All staff provides a calm and welcoming environment in which children are happy and settled. They enjoy school and quickly become used to its routines. All staff in the Foundation Stage have good relationships with children and manage them well. In the reception, teaching is satisfactory overall, with PSE and some aspects of mathematical development being good. The teachers are not yet fully confident in the new curriculum for children of this age.
22. Although the curriculum is planned to promote children's development in the six areas of learning, teachers and nursery nurses do not take sufficient account of what children need to learn next in each area of learning, and tend not to track their progress adequately enough. These discrepancies result in their adequate planning not being implemented consistently in practice, when there are some weaknesses; for example, children's free choice activities are largely unstructured. This is because, when children are not taking part in an adult-led activity and are free to choose what they do, there is insufficient tracking of their activities and monitoring of their progress. Staff therefore, are not able to ensure that all children have full and consistent access to all the areas of learning.
23. In Key Stage 1, teaching has improved in mathematics and science where it is now good, when previously it was satisfactory and, although in English, it was good in the last inspection, there was a higher proportion of good lessons observed in this inspection. Most teachers have a secure grasp of the national strategies for Literacy and Numeracy and teaching in science has improved because of effective in-service training provided by the LEA. Science teaching has also been monitored by the headteacher. In Key Stage 1, 65 per cent of the lessons observed were good or better; of these, 50 per cent of the lessons observed were in English, mathematics and science.
24. In English and literacy, teaching is good or better in 83 per cent of lessons, a higher proportion than in the last inspection, and is satisfactory in the rest – one lesson. Teachers have successfully implemented the National Literacy Strategy and plan their lessons well, allowing pupils to build progressively on their skills. The setting arrangements are particularly effective, in this respect. They manage their pupils well, have good relationships with them and, in return, pupils have good attitudes to the subject. Good questioning is used to challenge pupils and to extend their thinking. Support staff, both teachers for pupils with EAL and those supporting pupils with SEN, are used effectively.
25. In mathematics, teaching is good in 62 per cent of lessons, with the rest being satisfactory. At the last inspection, teaching was satisfactory, overall. Teachers have a good grasp of the National Strategy for numeracy, have effective methods to teach the basic skills and plan effectively. Despite the setting arrangements, above average pupils are not consistently challenged enough to stretch them to their full potential. However, in the best lessons, the pace and challenge are generally set at an appropriate level. In some otherwise satisfactory lessons, the pace was too slow with the introductory carpet session being too long and pupils found it difficult to sustain concentration.
26. In science, three lessons were observed, two of which were good, the other was satisfactory. The teachers generally used good questioning, to assess their pupils' level of understanding of the concepts before introducing the lesson objectives. They planned their lessons well and had good subject knowledge. Teachers managed their classes well in all lessons, with pupils showing enjoyment and behaving well. In one otherwise good lesson, the teacher unnecessarily interrupted

herself to pick up on very minor misdemeanours that she found irritating and these interruptions slowed the pace of the lesson.

27. In other subjects in Key Stage 1, teaching was satisfactory in art, music and religious education, good in geography and very good in physical education. There was insufficient evidence to judge the quality of teaching overall, in history and ICT. There was also insufficient evidence to judge teaching overall in design and technology. However, teachers are not confident in the subject and lack up-to-date training. Overall, pupils are learning well, including those with EAL and SEN.
28. At the meeting there was a mixed response to homework, with some parents unsure about the policy and others expressing concern that pupils are insufficiently well prepared to undertake homework when they move to the junior school. Inspectors found that the homework given is broadly appropriate for pupils' ages and in line with that normally found in a nursery and infant school. Teachers' marking is inconsistent. On occasion it is good with helpful comments for pupils to improve their work. But these are the exception and marking is generally cursory and not very helpful for the pupils.

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

29. The curriculum in the Foundation Stage, including the quality and range of learning opportunities provided for children is satisfactory, overall. Staff in the Nursery and Reception Classes work well together to plan the curriculum and to ensure that all the elements of the Early Learning Goals are provided, following the recommendations from the QCA's, "Curriculum Guidance for the Foundation Stage". Although planning is satisfactory, there is on occasion, a lack of continuity of actual provision between the nursery and reception in the topics covered as a result of a lack of co-ordination of the Foundation Stage. In the nursery, a bilingual assistant works very well with children, enhancing their learning and developing their confidence in the school setting. Since last September, as a result of a change in the LEA policy, children now enter the reception class on a full time basis in the September following their fourth birthday; children are admitted to the nursery classes on a part time basis in the September following their third birthday. The staff promote children's personal, social and emotional development well and, in the reception, they make good provision for mathematical development.
30. In Years 1 and 2 the curriculum is broad and includes all subjects of the National Curriculum. Religious education is taught in line with the requirements of the Locally Agreed Syllabus. The school makes good provision for the development of pupils' literacy and numeracy skills, although literacy is not as developed as it could be in subjects such as science, where teachers tend to rely heavily on work-sheet based exercises. Provision for pupils' personal, social and health education is good and classes have regular Circle Time during which pupils are encouraged to speak and to listen to what others have to say. The policies for sex education and drugs awareness have recently been approved by the governing body and the subjects are taught effectively, mainly through the science curriculum. The school is involved in the healthy schools initiative with the school nurse being a regular visitor and has given talks to parents on health issues. The amount of time for actual teaching is less than that normally found in infant schools, resulting in the time allocated to some subjects being less than might be expected. This is particularly relevant in design and technology where the subject has a low profile in the school and very little evidence was available during the inspection, although it is taught. Overall, pupils do not have enough time to develop their skills, knowledge and understanding to a satisfactory standard in the subject. In science and geography, whilst standards are broadly at expected levels, teaching time is less than normally found, restricting the progress that pupils otherwise might make.
31. Teachers plan their work together in year groups. Planning is monitored by the headteacher but the subject co-ordinators are not sufficiently involved in monitoring planning for their subjects. This applies particularly to the Foundation Stage, where there is no designated co-ordinator and the non-core subjects, resulting in insufficient guidance being given to their colleagues about subject

- development. Another effect of this is that teachers interpret topics differently and the work carried out by pupils of the same age in different classes is not consistent. For example, in Year 1, the pupils explored texture and the techniques used to represent this in art. In one class the pupils made careful observations and, after discussion, used various media to experiment with a range of techniques. In the other class, the children made pictures very dependent on the teacher's prepared example and the experience was much more restricted. ICT is used to support learning in aspects of some subjects, but its use is not consistent. There is very little use of the technology in science, for example, although the school is seeking to find suitable software.
32. The school provides a very good range of extra-curricular activities, that compare very favourably with the provision in other infant schools. The headteacher has been successful in securing funding from the Education Business Partnership and from the New Opportunities Funds to support the two computer clubs, and an art, library and chess club. Clubs for cricket and dance are to begin this term. Almost every pupil attends at least one club, some of which take place at lunchtime and others after school. The times have been set in response to the views expressed in a parental survey. In addition to these activities, the curriculum is enriched by visits to local places of interest such as Woburn Safari Park; Bowman's Farm; Milton Keynes Theatre and the Sea Life Centre in Southend. Pupils greatly enjoyed paddling in the sea, which for many was a first-time experience.
 33. There are many visitors to the school to support curriculum work. These include members of the local fire and ambulance services, the "Bug man" who brought in a range of mini-beasts and County musicians. An artist in residence worked with all classes to produce an attractive banner in the school hall and students in Year 9 from a local Arts college helped to decorate the Foundation Stage role play area. The school runs a very successful reading partnership scheme. Reading partners receive training and have made a very effective contribution to raising pupils' attainment.
 34. Good links are maintained with other local schools. The headteacher is on the governing body of the junior school and effective liaison takes place before transfer, with teachers visiting the infant school pupils due to leave, and pupils visiting the junior school in the summer term. Several parents of pupils, who have left, continue to work as reading partners in the infant school. It also hosts a number of pupils from local secondary school on work experience, whilst the local further education college uses the school to train nursery nurses.
 35. A key issue in the previous report was to ensure that the programmes of study for history, geography and religious education were fully implemented. The school has introduced some elements of national guidance for foundation subjects. The LEA is in the process of issuing curriculum guidance and the school has been awaiting this advice before putting final plans in place. The provision for religious education has improved since the last inspection. The LEA has recently consulted on a new Agreed Syllabus, which is to be published shortly.
 36. The curricular provision and support for pupils with SEN is good in Key Stage 1, satisfactory in the Foundation Stage and good, overall. Pupils with SEN have equal access to all aspects of the curriculum and there are clear procedures for identifying the pupils' learning needs. The individual education plans for the pupils are clearly written, detailed and set specific targets to enable the pupils to achieve. The governor for SEN is involved fully in the work of the school, is very well informed and provides positive and objective support for the school. The school already has regard for the new Code of Practice for the identification and assessment of SEN and procedures and practice reflect the new guidelines. Provision for pupils with EAL is also good. Two part-time teachers and an assistant funded by EMAG work effectively in Key Stage 1. Two bilingual assistants support children satisfactorily in the Foundation Stage. Provision would be more effective still if there was a single co-ordinator to ensure that pupils' progress was tracked systematically from when they enter the school, to the end of Year 2.
 37. The provision the school makes for pupils' personal development has improved since the previous inspection. It is now very good and a strength of the school. The provision for spiritual development is good. Pupils' spiritual awareness is enhanced through a well-planned programme of daily assemblies. At this time pupils are given the opportunity to reflect quietly and to offer

short prayers, as when they thoughtfully express thankfulness for the wonderful things in the world around them. Pupils are encouraged to show respect and concern for each other. One pupil willingly led the school in prayer for another who was in hospital awaiting an operation. In assemblies and lessons, teachers inspire a sense of curiosity, wonder and awe. This was illustrated well in an assembly on the theme of miracles, focusing on Jesus at the marriage at Cana. A gasp of amazement arose when the headteacher, with the help of a little chicanery, turned water in a bottle, red! Religious education makes a sound contribution to pupils' spiritual development and circle times provide good opportunities for pupils to share their thoughts and feelings with each other and develop a sense of belonging.

38. There is very good provision for pupils' moral development. Children are encouraged, from an early age, to distinguish right from wrong, to be polite and to care for each other as well as their surroundings. All staff act as very good role models and consistently treat pupils with courtesy and sensitivity. The staff understand the importance of raising self-esteem through rewards rather than sanctions. They consistently apply the code of discipline, supported by the use of stickers. The effectiveness in the consistency of emphasising moral development is reflected in the very good standards of behaviour and relationships that exist throughout the school.
39. Pupils' social development is also very good. Pupils are encouraged to work and play together. Within the limits of their ages, they have responsible roles within their class and the older pupils are encouraged to be responsible for younger ones. For example, pupils in Year 2 are in the process of compiling a class book of their own humorous poetry, to be read to children in the reception classes. In addition, pupils have been consulted on plans to refurbish the playground and their suggestions, including a quiet area and a sandpit, have been taken into account. Pupils are also given many opportunities to develop a very strong sense of community, helping to make the harvest tea and serving it to senior citizens.
40. The school makes very good provision for pupils' cultural development. Knowledge and understanding of the pupils' own rich and diverse heritage is promoted well through history, geography and music. For example, African music was played as the pupils came into assembly, in response to a request from one of the African pupils. There are literature and musical instruments from other cultures available in school. Displays around the school reflect the diversity of cultures of the pupils and include a selection of books subtitled in Urdu, Gujarati and Punjabi. All the major religious festivals of pupils in the school are celebrated, including Eid and Christmas and the school took part in the Luton festival of light as part of their celebrations for Diwali. Development is further enhanced by visits from the school into the wider community and by visitors to the school. For example, as part of their geography studies the older pupils visited Southend-on-Sea, while local artists visited the school to work with the pupils on a project to improve the nursery role play area. There are many planned opportunities across the curriculum to celebrate cultures other than their own, for example, through music, art and dance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Overall, the school cares for the pupils very well and there are very good procedures in place to ensure their safety and wellbeing. The pastoral support provided is of a high order and the pupils appreciate this. The school is a warm and friendly environment in which pupils are happy and secure and enjoy their school life. They are able to learn without fear within a caring environment. The very good relationships that exist make it easy for pupils to talk to staff about any worries they may have and all staff are very supportive. Pupils' personal development is promoted well through lessons, assemblies, responsibilities and individual attention. Pupils are encouraged progressively to take more responsibility for themselves and their own learning. There is an effective system of stickers and notes home providing positive incentives and helping develop pupils' social skills, self-confidence and maturity as they move up through the school.
42. Child protection procedures are very good. The headteacher and another teacher act as child protection liaison teachers and both have had relevant training. Staff are briefed as necessary on individual cases. Where appropriate, the school involves appropriate outside agencies. Class teachers are very aware of pupils' needs and give good support to all in class, particularly those

with SEN.

43. The school's procedures for monitoring and improving attendance are satisfactory, although ineffective in raising attendance to more acceptable levels. The headteacher promotes the importance of good attendance and works hard to improve the performance of pupils with poor records. The 'Compact' scheme sponsored by the Education-Business Partnership provides an incentive for pupils and parents to improve attendance. Parents wishing to take children for long holidays to the country of their origin have to obtain formal approval from the school and are encouraged to link the holiday to the school holidays in order to minimise the time lost. The school provides holiday tasks to such children to reduce the effects of the lost schooling. Most parents inform the school if their child cannot attend but in spite of the school's best efforts there is a small, hard core of parents that do not, causing the unauthorised absence figures to be unsatisfactory. Registers are properly maintained and monitored.
44. The school's management of behaviour is very good. There is a clear, but simple policy, based on the 'Golden Rules,' that ensures that behaviour management is consistent across the school. This is an improvement on that reported at the previous inspection, when teachers were not consistent in their manner and approach to pupils. Staff act as very good role models, setting a very good example and have high expectations of pupils' behaviour at all times. Pupils respond quickly and positively to teachers' instructions and lessons proceed smoothly and without fuss, producing an effective learning environment. Midday supervisory staff manage break times sensitively and have a positive effect on playground behaviour and safety.
45. There is a good policy for health and safety and the management of this on a day-to-day basis is good. The safety committee of the governing body meets termly and a regular safety inspection is carried out. There are procedures for raising minor safety issues, with the caretaker playing a lead role in taking the appropriate action. Fire procedures are all in place, although not all fire drills were recorded in the fire log, in 2001. Testing of portable electrical appliances is up to date. First aid procedures are good and two members of staff have first aid qualifications. Accidents are properly logged and parents are notified in writing in the event of potentially serious accidents, such as a bump to the head. The premises staff maintain the school in a clean and tidy condition and it is checked daily to ensure it is safe for pupils to play.
46. The school is making good progress in dealing with the issue raised in the previous report and, by parents at the pre-inspection meeting, concerning road safety at the beginning and end of the school day. Approaches made by the school and by road safety organisations have secured approval for safety measures to be installed, including a reduced speed limit, speed humps and a zebra crossing. Pupils have undergone road safety training.
47. Staff in the Foundation Stage work well together to plan the curriculum. Their planning ensures that intended provision covers each area of learning, but there is sometimes a lack of continuity of provision for children in the nursery and reception classes in the topics covered. This is because the staff's planning does not take sufficient account of what the children have already learned. In this Stage, the assessment of children's attainment and the tracking of their progress are not rigorous enough, and are unsatisfactory, overall. Many activities, in which children are free to choose and are not adult-led, are insufficiently monitored and their progress is inadequately assessed and staff therefore, do not ensure that, in practice, children have full access to all the areas of learning.
48. In Key Stage 1, assessment is satisfactory. In English and mathematics there are sound procedures in place to track pupils' progress as they go through the school. Arrangements for statutory tests and assessments at the end of the year are in line with national procedures. Results of these tests are analysed and used effectively to address specific weaknesses in pupils' learning. For example, the school implemented the reading partnership initiative after analysis identified a weakness in reading comprehension skills. As a result, standards in reading are beginning to rise. In Year 1, teacher assessments are used to identify which pupils will receive Early Literacy Support and in Year 2, assessments are used to group pupils according to ability for literacy and numeracy, so that work can be more appropriately matched to their individual needs. There are clear procedures for identifying the learning needs of pupils with SEN. The

individual education plans for the pupils are clearly written, detailed and set specific targets to enable the pupils to achieve. Regular samples of pupils' work in English and mathematics are dated and levelled against the National Curriculum. These form part of the pupil profiles, which effectively record individual progress as pupils move through the school. However, assessment is not yet used to establish individual targets for improvement or to plan for the specific development of skills for the more able pupils, and so raise their standards further. In all other curriculum areas, assessment is not used consistently to monitor how well pupils are gaining skills or to plan activities that meet their individual needs. The school is aware that assessment is an area for future development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Overall the school has a very good relationship with the parents and this has a beneficial impact on their children's learning. At the last inspection, relationships were described as 'good'. The views of parents, expressed at the pre-inspection meeting and in the very high level of responses to the questionnaire, were all very strongly supportive of the school. Parents consider the school is well managed, provides a good standard of education and has a positive work ethic. They believe their children like school, behave well and are well looked after as they grow and develop. All parents find the school very welcoming. The inspection findings confirm these positive views.
50. A minority of parents - one in six - of those responding to the questionnaire, feel that pupils do not get the right amount of homework and one in seven feels that the information provided on their child's progress is inadequate. The inspection findings do not support these views. The homework expected of children is appropriate for their age and is similar to that in many schools. The information provided to parents about their child's progress and about general matters is good. Although there is no formal newsletter the headteacher keeps parents informed by letter on matters of interest or diary details. Very clear daily reminders on matters of importance are provided by the notice board strategically placed on the drive so that it can readily be seen. The prospectus and governors' annual report both contain a wealth of information on the school and its activities and meet statutory requirements. Pupils' annual reports are generally good, giving sufficient detail of their attainment and progress and are discussed at one of the three parent consultation evenings. Parents of pupils new to the school receive good information on how to help their child's work at home and staff make home visits prior to children starting in the nursery and reception classes. Teachers are available daily to talk to parents on any concerns they may have.
51. Parents make a good contribution to the learning of their children and to the life of the school. The headteacher believes firmly that parents have a key role to play in the education of the child and seeks to involve them at all levels. A number of parents have received training through the Education-Business Partnership and help in the school on a voluntary basis, listening to pupils read, providing effective support that the school could not otherwise afford. The school has organised parent workshops, as part of consultation evenings, on topics of interest, for example literacy, numeracy and road safety. It also organises English courses for parents for whom English is an additional language and is currently also hosting a computer course. These initiatives are supported by the Family Worker and guide parents to play a more active role in their child's education. The Family Worker also runs a weekly mother and toddler group that gives pre-nursery experience to children and shows mothers how to make everyday life a learning experience for their children. There is an active but informal Staff and Friends of Foxdell Association, which runs a programme of social and fund-raising events for parents and children. Funds raised by these activities are used for the purchase of resources to improve the school and also to enable all pupils to take part in trips out of school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. At the last inspection the leadership of the headteacher was described as being 'very good'. The current headteacher took up her post just over three years ago and therefore was not at the school at the time of the last inspection. However, it still remains the case that her leadership is very

good. She provides very clear educational direction for the work of the school, has a clear vision to which she has secured the commitment of the staff through her good motivational skills and manages change effectively. She leads by example as a result of which, there is a positive ethos in the school and high staff morale. She is supported well by the deputy who complements the skills of the headteacher effectively. For example, she counter-balances some of the headteacher's proposals for change with practical considerations and is ready to point out the impracticality of some of them where they exist. The deputy has responsibility for much of the day-to-day management, such as timetables and absences and is given release from her class for half a day a week, during which she meets with the headteacher to discuss progress and further developments.

53. The school is committed to educational inclusion. Since the appointment of the headteacher, parents report that the feeling in the neighbourhood is that there is greater tolerance and improved attitudes towards other faiths and cultures. Inspection evidence confirms that these views are reflected in the school and finds that pupils of all faiths, cultures and prior attainment, including those with SEN and EAL, are integrated well and are involved fully in the life of the school. At the front of the school prospectus is the school mantra: '*Special, successful, achieving full potential*'. Whilst it is striving to follow this aspiration, there is currently too much variation in the standard of provision between the Foundation Stage and Key Stage 1, for all to achieve to their full potential.
54. The management of the school is satisfactory, overall. Although the headteacher is a good strategic thinker, the roles of the subject co-ordinators generally are insufficiently developed throughout the school. The co-ordinators tend neither to check on the progress and quality of pupils' work, nor teachers' planning, rigorously enough. In the Foundation Stage for example, there are two teachers with management responsibility and there is no one person in charge. Consequently, there is no one teacher with responsibility to ensure that there is rigorous monitoring and assessment of the quality of children's work and the tracking of their progress. It is also the case that currently staff do not have the skills to undertake these responsibilities and require training. Whilst all the members of the staff plan together, there is no one to ensure that the planned activities are carried out fully. In English, it is difficult for the co-ordinator, based in one of the reception classes, to monitor the work in Key Stage 1 and to have a sound overview, as the curriculum she teaches is part of the Foundation Stage and not the National Curriculum. Even in the provision for pupils with EAL which, overall is good, the co-ordination of this aspect is not rigorous enough and there is no single co-ordinator to maintain an overview and to monitor the progress of pupils across the whole school. The management of SEN is good. The SENCO is very knowledgeable, well qualified, has in-depth knowledge of specific difficulties and manages the support staff for SEN well. The headteacher has monitored teaching in English and science but this is not systematic enough. The amount of time for teaching the curriculum in practice is less than that normally found.
55. The governing body is very supportive and fulfils its statutory responsibilities appropriately. This is an improvement since the last inspection when, for example, statutory requirements for a collective act of worship were not fully met and aspects of geography, history and religious education were not studied in sufficient depth to meet the requirements. The governing body has a good understanding of the school's strengths and weaknesses and shares the headteacher's commitment to improvement. The governor with responsibility for SEN is very well informed and aware of the implications of the non-statutory changes resulting from the new Code of Practice and of funding for SEN. She is very supportive of, and is very aware of, developments in the school. Effective performance management (PM) procedures are in place and appropriate targets have been set for the headteacher, including those to improve standards in science and ICT. PM procedures have been extended also to the deputy head and other teachers. The school made satisfactory progress in meeting its targets in the school development plan (SDP) for the year, 2001/2002. The school's priorities for development as set out in the revised SDP for 2002/2003 are broadly appropriate. At the time of the inspection, the SDP had yet to be approved by the governing body. It is the intention that subject and Foundation Stage co-ordinators will contribute to the plan through their action plans linked with targets set during their PM reviews. However, it is difficult for the co-ordinators to contribute meaningful subject proposals to the plan without time to acquire more knowledge of standards, teaching and planning in their areas.

56. The management of the school's finances and budget planning is good overall and educational priorities are supported well through the school's financial planning. Funding from national initiatives, such as the Business Education Partnership for the effective Family Worker, the New Opportunities Funds for the very good range of out-of-school activities and the Ethnic Minority Achievement Grant (EMAG) is used effectively. At the time of the inspection, which took place just after the beginning of the new financial year, the budget for 2002/2003 had not been confirmed by the LEA. However, the school expects that funding from EMAG will be substantially reduced. While this shortfall may be partly compensated by additional funding for full-time children in the reception, the net effect is expected to result in a significant reduction in income, for which the school is making contingency plans to make compensatory savings. The quality of financial control is good. The office manager has expertise in accounting and financial control and has her finger on the budgetary pulse. As she is also clerk to the governors she is able to keep them very well informed.
57. There is good understanding of the use of technology in the office, for a range of administrative tasks, including tracking financial and budgetary information and storing attendance data. There is satisfactory use of the technology in other areas of the school. The very capable office manager and her assistant manage the day-to-day administration well, allowing the school to run smoothly.
58. The quality and number of teaching and support staff is satisfactory overall and is good in Key Stage 1, including staff supporting pupils with EAL and SEN. The school is supported well by a range of learning assistants and lunchtime supervisors. The induction of newly qualified staff and the effectiveness of the school's provision for training new teachers are good, overall. During the inspection, a newly qualified teacher was being inducted and supported well, whilst a member of staff, who is currently unqualified, was about to begin the graduate teacher training programme. One member of the support staff has successfully completed the Specialist Teaching Assistants course with the Open University. She together with another member of the support staff and an EMAG nursery nurse are to start school based training in the summer of 2002 to obtain degrees in education.
59. Accommodation is satisfactory overall. There is an attractive library and ICT suite, although at the time of the inspection it was not fully operational. However, the playground is small and the exterior of the buildings is poorly maintained, for example some of the window frames are in need of urgent repair. Resources are satisfactory overall and are good in English, ICT, art and music.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. To raise standards and improve the quality of education, the headteacher, staff and governors should:
- i. **strengthen the effectiveness of the role of the subject co-ordinators by:**
- ensuring that they monitor pupils' progress and the quality of pupils' work and teachers' planning more rigorously (*paragraphs 31, 48, 54, 85,96,102, 105, 109, 113, 118, 123*);
 - using assessment information to set individual targets to help pupils improve (*paragraphs 48, 85, 113*);
 - clarifying the roles of the Foundation Stage co-ordinators (*paragraphs 31, 36, 54, 65*) to ensure that;
 - all staff are fully knowledgeable about the curriculum (*paragraph 63*) and
 - teachers' planning takes account of what children have already learned (*paragraphs 47, 64*);
 - all children have access to the full curriculum consistently and procedures are in place to record the curriculum activities experienced by individual children so that their progress can be adequately tracked and monitored (*paragraphs 47, 54, 63,*

- 64, 65);
- staff are given appropriate training (*paragraph 54*).

ii. **raise standards in design and technology throughout the school by:**

- improving teachers' subject knowledge (*paragraphs 10, 27 103*);
- monitoring the quality of teaching (*paragraph 105*).

iii. **ensure the curriculum is sufficiently balanced by:**

- providing appropriate teaching time for all subjects of the curriculum (*paragraphs 30, 97, 105*).

iv. **raise the levels of attendance up to those of the national averages by:**

- devising systems and procedures that discourage families taking their children on extended holidays in term time (*paragraph 17*);
- reducing the rate of unauthorised absence by targeting a small group of parents who do not inform the school when their child cannot attend (*paragraph 48*).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- ensure above average pupils are consistently challenged (*paragraphs 25, 48, 82, 90*);
- raise the quality of teachers' marking to the level of the best (*paragraphs 28, 84, 91, 95*);
- ICT not used consistently to support pupils' learning in all subjects (*paragraphs 9, 31, 91, 96, 116, 117, 133*);
- reduce teachers' dependency on work-sheet based activities and allow pupils to use their literacy skills more frequently (*paragraph 8, 89, 96*);
- encourage pupils, in their handwriting, to write in a consistent joined script by the end of Year 2 (*paragraphs 6, 82*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	18	20	0	0	0
Percentage	0	11.5	42	46.5	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	176
Number of full-time pupils known to be eligible for free school meals	0	46

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	7	24

English as an additional language	No of pupils
Number of pupils with English as an additional language	100

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

Attendance

Authorised absence

	%
School data	8.0

Unauthorised absence

	%
School data	0.8

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	32	27	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	26	30
	Girls	25	25	26
	Total	53	51	56
Percentage of pupils at NC level 2 or above	School	90 (93)	86 (90)	95 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	27
	Girls	25	26	24
	Total	52	54	51
Percentage of pupils at NC level 2 or above	School	88 (94)	92 (93)	86 (93)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	3
Black – other	1
Indian	2
Pakistani	81
Bangladeshi	3
Chinese	0
White	18
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	197

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	3
Total aggregate hours worked per week	74
Number of pupils per FTE adult	8.6

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	543403
Total expenditure	545032
Expenditure per pupil	2899
Balance brought forward from previous year	34841
Balance carried forward to next year	33212

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	21	0	0	1
My child is making good progress in school.	57	35	4	2	0
Behaviour in the school is good.	57	34	3	0	2
My child gets the right amount of work to do at home.	28	35	11	6	8
The teaching is good.	59	29	22	2	4
I am kept well informed about how my child is getting on.	55	28	7	8	1
I would feel comfortable about approaching the school with questions or a problem.	59	32	4	2	1
The school expects my child to work hard and achieve his or her best.	61	26	2	2	5
The school works closely with parents.	55	26	7	4	3
The school is well led and managed.	55	29	1	1	8
The school is helping my child become mature and responsible.	58	29	5	2	2
The school provides an interesting range of activities outside lessons.	45	29	8	2	10

Summary of parents' and carers' responses

The inspection findings support the parents' positive views. However they found that the amount of homework is appropriately matched to pupils' ages, and the information provided to parents about their child's progress is good.

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

61. Following a change in the admissions policy of the LEA, children now enter the reception class on a full time basis in the September following their fourth birthday. Children are admitted to the nursery classes on a part time basis in the September following their third birthday. Before children start in the Nursery Class staff make home visits. Where possible they are accompanied by a staff member who speaks the child's first language. This helps children to settle well and feel secure in the Nursery environment.
62. For most of the children, mainly from the Indian sub-continent, English is an additional language and when they start in the nursery, this is their first experience of being outside the home. At this age, most children are at the early stages of acquiring English and their speaking skills are below average. The early mathematical skills of most children are slightly below those expected nationally. Children's personal, social and emotional development is below expected levels, as is their knowledge and understanding of the world. During their time in the nursery children make sound progress in most areas of learning and good provision in personal, social and emotional development. The majority of children who attend the nursery transfer to the reception classes. In addition there are eight places available for children who have not attended the nursery. At the time of the inspection the children in the reception class had all attended on a full time basis since the beginning of the Autumn term, but their nursery experience had varied. The children in the reception classes also make sound progress, but good progress in mathematical, and personal, social and emotional development. By the time they transfer to Year 1, the majority are likely to attain the Early Learning Goals for children of their age in mathematical development, personal, social and emotional development, and creative and physical development. However, their attainment in communication, language and literacy and in knowledge and understanding of the world is below average.
63. Two nursery nurses are responsible for the nursery. They provide a calm and welcoming environment in which children are happy and settled and make satisfactory provision in most areas of learning, including language, literacy and communication. Both teachers and nursery nurses are still developing their expertise and confidence in the curriculum for the Foundation Stage. Although no direct teaching was observed in personal, social and emotional development, inspection findings show that all staff make good provision for children in this area. This is particularly important, as many do not have the language skills necessary to negotiate with others and make their needs known to one another. In the reception, teaching is satisfactory, overall, with aspects of some of their work being good, such as mathematical development. They provide a good range of counting, number and shape recognition activities and concentrate on mathematical language. This enables children to make good progress. Whilst staff in the Foundation Stage plan the curriculum to address all the areas of learning, there are some weaknesses in provision as the planning focuses on taught activities and those for when children are given free choice, and are not involved in an adult-led activity, are largely unstructured. On these occasions, there is insufficient tracking of their activities and progress. As a result, staff do not ensure that all children have access to all the competencies, skills and concepts that they need to develop across all the areas of learning.
64. Staff in the nursery and reception classes work well together to plan the curriculum, but there is sometimes a lack of continuity of provision from the nursery to the reception classes, in the topics covered. There is a secure play area for nursery and reception children. This is spacious, including a grassed area, tarmac area and climbing apparatus appropriate for young children. The area provides suitable activities for young children and is being developed further. Children in the nursery and reception classes use it on a rota basis. Staff are beginning to use the outside area to develop children's knowledge and understanding of the world for example, by gardening and developing children's interest in the natural world. This aspect of the school's work is a current priority for further development.

65. All staff have good relationships with children and manage them well. But there is a lack of co-ordination of the Foundation Stage. Systems for tracking and assessing children's progress are not yet rigorous enough. In the nursery, a bilingual assistant works very well with children, enhancing their learning and developing their confidence in the school setting.

Personal, social and emotional development

66. When they start in the nursery, most children have personal and social skills that are below average. The staff support them well and they quickly become used to school routines and enjoy coming to school. They are happy and secure and most settle well to the activities provided. Most children play happily alongside one another, but few play together. As they mature and grow in confidence they develop their social skills and by the time they are ready to leave the reception, they play happily together and begin to form friendships. As many of the children have EAL, they do not find it easy to talk to one another at the start of their time in the nursery. This has an impact on their ability to share toys and equipment, as often they do not ask for what they want but tend to take toys from each other. Staff manage these occasions sensitively but firmly, helping children to develop their social skills.
67. Children enjoy the range of activities provided and show average levels of concentration for their age. They are curious and keen to try new activities. For example, children in the nursery greatly enjoyed cooking and eating the cakes they had made. They could describe mixing the ingredients and putting them in the oven. Children are happy and secure in school and are developing good attitudes to learning. They try hard with the activities offered and are learning to share toys and take turns and are becoming sociable and co-operative. Children continue to develop their social skills throughout the reception classes and the majority have made good progress because of good provision and support. The staff provides good role models and children are likely to attain the early learning goals in this area of learning, by the time they transfer to Year 1.

Communication, language and literacy

68. The majority of children in the nursery and reception classes speak English as an additional language. Their attainment in this area of learning is below average. Children's speaking skills are not well developed and many rely on nods or gestures to make their needs known. This also applies when they are spoken to in their home languages. The staff spend much time speaking to children and using language for them to copy, but are not sufficiently skilled in encouraging them to respond. Children enjoy looking at books and listening to stories. They know a number of popular rhymes such as 'Humpty Dumpty' and 'Twinkle, twinkle, little star'. Children enjoyed very much a story read in Urdu and English by the bi-lingual assistant. Although staff encourage children to talk, there is not enough emphasis on specific vocabulary to help children develop their language competence. When children use the outdoor area there is insufficient emphasis on language development. Several children find it difficult to sit and listen, being keen to get on with more physical activities. Children are able to recognise their own names and most find their named place mats without help at snack time.
69. Teachers do not always use resources appropriate to the children's experience; for example, in talking about homes, the teacher used a book containing vocabulary which the children were unlikely to use or to need. Whilst the book was attractive and contained some interesting material the words 'cottage' and 'bust house' were not very useful to the children at this stage of their learning. On occasion, in the reception, children with EAL would have benefited from more expertise from their teachers. For example, one child new to the school and at the early stages of learning English enjoyed a computer program. He was able to use the mouse to move objects around the screen but did not understand the spoken instructions. This child was playing alone and had no specific language activities provided for him. Such occasions were not rare. Children make sound progress in this aspect of learning during their time in the nursery and reception classes but by the time they are ready to start in Year 1 most children are unlikely to attain average.

Mathematical development

70. Children make good progress overall, in this area. When they start in the Nursery Class, children have slightly below average mathematical skills. They show an interest in numbers and quickly learn some simple number songs and rhymes. They do not recognise many numbers and do not count on their own. Some of the children are not able to say whether they are three or four (years of age). Staff plan activities that focus on mathematical language. Children enjoy using the computer to play number recognition games and identify some numbers. They are beginning to say numbers in sequence but do not yet match objects accurately to numbers as they count. Children enjoy the rhyme 'five little ducks' and, with help from nursery nurses, are able to place the numbers on a line as they repeat the rhyme. They enjoy playing a game with dice and can count to three, matching the dots as they count. They complete inset puzzles by matching the shapes.
71. In the reception classes, children are able to sort objects by colour, size and shape, although they are not able to suggest for themselves different criteria for sorting. Children recognise colours and shapes and they can count reliably to 6. A small number are able to count beyond this. In the reception classes children know how old they are and can say how old they will be on their next birthday. They add small groups of objects correctly and compare numbers to say which is greater or smaller. They recognise the most common shapes and use these to complete puzzles. By the time they are ready to start in Year 1, the majority of children are likely to attain the Early Learning Goals.

Knowledge and understanding of the world

72. When they start in the nursery, a small number of children have a good basic general knowledge, but the majority have very limited experience and understanding in this area. Children are curious and interested in their surroundings and enjoy exploring the new experiences offered in the nursery. They greatly enjoy digging in the garden outside. They also enjoy cooking and talk about mixing the ingredients to make cakes, although they find it difficult to remember the sequence of the activities. They understand that the ingredients change when they are mixed and baked. When playing in the sand, children were enthusiastic about 'burying treasure' and used magnets to find it, knowing that magnets can be used to pick up metal objects.
73. In the reception classes, children enjoyed planting seedlings and understood that their plants needed water to make them grow. They enjoyed using construction toys to build towers and all enjoyed using the computer. Many are developing good control of the mouse to move objects on the screen and to play games. A few children knew how to print their work. Whilst children make sound progress in this area of learning, by the time they start Year 1 the attainment of most children is still below expected levels in this area of learning.

Physical development

74. Since the last inspection, the school has developed the secure play area for the Foundation Stage. This is a spacious facility and includes a grassed area, a garden, fixed climbing apparatus and a tarmac area. The school has made a good start in developing the outdoor provision and further developments are planned. There is a good range of wheeled toys and children use these confidently and enthusiastically. They are quite skilled at steering tricycles and scooters. Some are able to manoeuvre them between a series of cones. Children are developing confidence in balancing along a beam although the younger children still need some adult support to do this.
75. In the reception classes, children enjoyed movement lessons in the hall. They were able to manage taking off their shoes and socks with some help. They are developing an awareness of the other children and are beginning to use the hall space sensibly. They move appropriately in response to music, controlling their movements well and moving with agility. Children work with energy and enthusiasm. In class they use pencils, brushes, scissors and other small tools with increasing confidence and skill. The majority are likely to meet the Early Learning Goals by the

end of the reception year.

Creative development

76. When they start school, children's attainment is broadly in line with that expected for children's ages. They make sound progress in this area of learning and the majority are likely to attain the Early Learning Goals by the time they are ready to start Year 1. Children enjoy using paint to print and make pictures. They use a range of materials to make collage pictures. Children enjoy singing and listening to familiar songs and rhymes and enjoy using the role play area to play games and act out stories. The nursery has a play area arranged as a 'hospital' but this was not observed being used during the inspection. In the nursery, children enjoy using the sand tray to 'bury treasure' and then retrieve it with magnets, effectively. They enjoy exploring a range of materials and textures and use construction materials reasonably confidently to build different structures satisfactorily.

ENGLISH

77. In the 2001 national tests for seven-year-olds, results were above the national average in writing and in line in reading taking account of the performance of *all* pupils in the cohort. These standards, in both aspects, were well above average when compared with similar schools. If the proportion of pupils achieving the expected standard – level 2 or above – is considered, standards were broadly average and are mirrored in the inspection findings. These indicate that standards are broadly in line with expectations in speaking and listening and reading and writing. Although standards are broadly average, there is a wider variation in ability than last year. A minority of pupils whose main language is not English and who tend to speak Urdu or Punjabi, or have SEN, are achieving below average standards. However, the school has been successful in raising the attainment of more able pupils and a substantial number of pupils are achieving above average standards.
78. Standards have risen since the previous inspection, broadly in line with the national trend. The planning and teaching of the literacy hour and the introduction of additional support groups, such as the reading partnership initiative, have had a positive impact. Pupils enter Year 1 with language skills that are below average. They achieve well and by the time they leave the school most pupils, including those with EAL and SEN, speak, listen, read and write appropriately and are able to apply their skills well to other areas of the curriculum. There is no significant difference in the attainment of boys and girls.
79. By the end of Year 2, pupils' skills in speaking and listening are broadly average. On entry to Year 1, there is a large proportion of pupils with EAL, most of whom are from Pakistan. These pupils improve their levels of fluency quickly because they are given good support and are provided with frequent opportunities to engage in conversations and discussions. Consequently they become increasingly involved in lessons. While a minority of pupils experience difficulty in expressing themselves, most pupils speak clearly and express their thoughts articulately. In Year 2, for example, pupils read the poem "Mrs Butler" with enthusiasm and good expression. They listened carefully in order to identify the rhyming words, before suggesting suitable alternatives for their own poems. They demonstrated confidence in speaking to a larger audience as they read their poems aloud to the rest of the class. The majority of pupils are keen to take part in discussions and respond confidently to their teachers' questions. Above average pupils express themselves articulately and use a broad vocabulary, with one pupil referring to 'explode' and 'syllables' in the course of a class discussion. Across the school curriculum, pupils demonstrate satisfactory speaking and listening skills. In a history lesson, for example, pupils explained clearly the impact of famous historical figures on contemporary life.
80. In Year 2, most pupils are reading at average standards. In this year group, teachers' records indicate that good progress has been made over the year. There has been a significant improvement in the number of pupils achieving the higher levels of attainment, largely due to the positive impact of the introduction of the reading partnership, in which trained volunteers work with

selected pupils. This provides good opportunities for pupils to develop their comprehension skills, which the school has identified as an area of weakness. Younger pupils in Year 1 are still at an early stage of understanding simple words and read in a stilted manner, showing little understanding or enjoyment in reading. However, pupils achieve well and by the time they are in Year 2 they read a wide selection of books fluently and with enjoyment. Most are able to explain plots and retell stories in sequence. They use their phonic knowledge confidently to sound out words that are unfamiliar to them. Above average pupils use a range of strategies to identify unfamiliar words and have good skills for retrieving information from books. For example, one pupil who was reading "The Fourth Wise Man" read fluently words such as 'Followed'. He explained confidently how he might break down an unfamiliar word by, "*chopping it in half*". The same pupil found information from a history book by referring to the index page, and scanned the text to find information correctly in order to answer a question. There are limited opportunities for pupils to write simple reviews of the books they have read. The new library is bright, welcoming and well stocked and learning is enhanced by the opportunity for each class to use the library on a weekly basis. Learning is further enhanced by the extra-curricular provision of the library club, for which there is a waiting list of pupils who are keen to join.

81. Pupils achieve well in writing and at the end of Year 2 attainment is broadly in line with expected levels. Although a minority of pupils are below average, records indicate a considerable improvement in the number of pupils who are above average, again due to the positive impact of initiatives that have been implemented to raise standards. For example, a new phonics scheme has recently been introduced, specifically to help pupils with EAL and participation in the Early Literacy Support initiative is enhancing learning effectively for pupils in Year 1. In Year 2, pupils are grouped into three sets for English, according to their prior attainment. This is having a positive effect on standards because teachers are more able to plan activities appropriate to pupils' needs.
82. In Year 2, the majority of pupils spell a range of familiar words accurately. Below average pupils communicate meaning successfully through simple words and phrases. Above average pupils use interesting vocabulary and express their ideas in well-organised and structured sentences. Spelling is generally consistent and handwriting is formed accurately, although pupils do not use a joined script, which restricts progress for the above average pupils. The school has identified appropriately handwriting as an area for future development. Pupils write for a variety of purposes and organise and plan stories as, when they complete the story of Cinderella, giving an alternative ending. They are given some opportunities to write independently as for example, in Year 2, when they write regularly in their news books. However, work in pupils' books indicates an over-reliance on the use of worksheets, particularly in Year 2, limiting the opportunity for the development of their skills through independent and extended writing. Pupils use their writing skills effectively in other areas of the curriculum. For example, in history, they wrote a letter in the role of Florence Nightingale to the Prime Minister, asking for improved conditions in hospitals.
83. Pupils with SEN make good progress against the reading and writing targets that are identified on their individual education plans. Pupils with EAL receive good support in groups and achieve well in relation to their prior attainment.
84. Teaching is good, overall. Teachers have a good knowledge of the National Literacy Strategy and teach literacy skills well. They plan their lessons well, providing good learning opportunities for pupils to build progressively on their skills. Teachers manage their pupils well and have established very positive relationships resulting in pupils having good attitudes to the subject. They are therefore keen to give of their best and work hard on given tasks. Teachers always treat their pupils with respect and their opinions are valued. As a result, self-esteem is high and pupils are not afraid to make mistakes. The good resources are used well to motivate pupils; however, ICT is not used consistently as a tool for learning. Effective questioning is used well to extend pupils' thinking. Support staff are used most effectively to support below average pupils and those with EAL. In one lesson, the quality of teaching was very good. The teacher's high expectations were reflected in the group of above average pupils being set the task of composing their own rhyming poems. She managed to transmit her own enthusiasm to the pupils, who rose admirably to the challenge. They worked very well in small groups and by the end of the lesson all

completed a simple humorous poem of their own. They were very proud of the finished result and all were keen to read their poems to the rest of the class. The quality of teachers' marking is variable and is rarely up to the quality of the best, where helpful comments show pupils clearly how to improve their work. Most consists of ticks or crosses and is generally unhelpful.

85. The subject co-ordinator has a sound understanding of the strengths and weaknesses in the subject, but her role is underdeveloped and she is less clear about appropriate assessment procedures. However, there are sound procedures to track pupils' progress. The co-ordinator teaches in the reception and it is more difficult for her to maintain a good overview of pupils' work and progress in Key Stage 1, now that the reception classes are part of the Foundation Stage. Her ability to have a positive impact on standards is limited partly because she is not teaching the National Curriculum but also because she does not have time to monitor pupils' work, teaching and teachers' planning.

MATHEMATICS

86. Standards in mathematics are in line with national expectations, by the time the pupils are seven years old, in most aspects of the subject. The 2001 national test results for *all* pupils indicate that pupils achieved below the national average in mathematics, and were broadly in line when compared to schools in similar circumstances. The results were also comparable to the national picture when the proportion of pupils achieving the expected level 2 is considered. The school's results generally reflect the national trend with some fluctuations, notably in 1999 and 2001. However, from lesson observations, pupils in Year 2, in average and high achieving groups, generally achieve at the expected level for their age, with some improvement in the number of pupils likely to achieve at a higher level in mathematics. There are no significant differences between the performance of boys and girls and pupils with EAL and those identified with SEN, make good progress.
87. Pupils in Year 2 are placed in one of three groups, according to their prior attainment. They have a sound knowledge of number operations and average and above average pupils are able to add and subtract confidently and multiply in groups of two and above. They are able to understand the idea of quarter, half and full turns, for example to instruct a 'robot' how to move. The above average pupils are very numerate and enjoy a mental challenge. They are able to describe the properties of two-dimensional shapes, have a growing understanding of measurement and can handle data and follow through the stages to make a graph. They can place numbers in the correct order to 100 and can record tens and units appropriately, calculate change for 50p, use simple fractions and are aware of symmetry. Pupils of average ability are able to operate using similar strategies, using more manageable numbers, for instance calculating change from 15p. Below average pupils are given appropriate practice in learning to count reliably, for example to 100 by grouping objects in tens. They can work out 'one more' and 'one less' than given numbers and use pictorial graphs.
88. In Year 1, pupils are learning to add and subtract at an appropriate level for their age and can handle information to make graphs. They are able to calculate money to 10p and make comparisons about weight and have regular practice in number operations, for example, of adding and subtracting and identifying two-dimensional shapes.
89. Difficulties arise for pupils who do not have a secure grasp of the specific mathematical language to help them understand the mathematical concepts in their thinking and to explain their mathematical strategies. This is an aspect of the school's work in mathematics, which has already been identified as an area for development. Other aspects include developing practical work and emphasising visual stimuli to encourage pupils to develop their mathematical ideas, less use of worksheets and developing further the assessment procedures, which have begun to be implemented.
90. Teaching and learning in mathematics are good overall. Teachers have a good understanding of the requirements of the curriculum and a secure grasp of the national strategy for teaching numeracy. Basic skills therefore are taught well. In the best lessons, the pace and challenge are

generally at a good level. Teachers plan well and have high expectations of their pupils' learning and behaviour. In otherwise satisfactory teaching, although there is some appropriate match between what the pupils can do and understand and the tasks they are set, there is not always enough challenge to 'stretch' the above average pupils. Generally, the methods used are effective, lessons are well organised and the secure relationships with pupils enhance classroom management and behaviour. Resources are well prepared and used effectively. Support staff are usually well deployed, but sometimes their level of participation could be greater. Assessment procedures have been implemented for mathematics and staff keep appropriate records of what the pupils have achieved.

91. ICT as yet is not used consistently throughout the school to support learning. However, in a Year 2 lesson, mathematics was well-supported and the pupils made good progress both in learning about computers and also using their mathematical skills to solve problems. The headteacher is temporarily acting as the co-ordinator since the departure of the previous post holder. There is a clear vision for how the subject is to be developed in the school to ensure greater continuity and progression. Standards in the quality of teaching and learning and in the standards pupils achieve by the time they leave the school have been maintained since the previous inspection. Work in pupils' books indicates it is marked, but rarely gives helpful comments on how pupils could improve their work.

SCIENCE

92. Teacher assessments in 2001, for pupils in Year 2, indicate that standards were below average, compared to schools nationally, when the proportion of pupils achieving the expected level 2 or above is taken into account. A similar picture appears when the proportion of pupils achieving the higher level 3 is considered. However, when compared with the performance of pupils in similar schools, standards are above average for the proportion achieving level 2, and are broadly average for those achieving the higher level 3. The proportion achieving the higher levels increased significantly in 2001 compared to that achieved in previous years and the school expects it will continue to increase further in 2002.
93. Inspection evidence finds that standards are typical for pupils in Year 2 and are similar to those reported at the last inspection. These standards are better than the teacher assessments in 2001, compared to the national average, would suggest. The school's explanation for this discrepancy is that teachers' assessments previously have not been consistently secure. Teachers have tended to be too conservative in their assessments, and have erred on the side of caution; with the significant support of the advisor from the LEA, who has also given demonstration lessons, they are now more confident.
94. Work in the books of pupils in Year 2 shows a reasonable range has been covered since last September and includes work on 'materials and their properties'. Pupils produced work of satisfactory standards when studying the effects of heat and cold on water and how it can be altered turning from hot water to steam and from cold to snow and ice. In 'life processes and living things' pupils considered the human body and how muscles are needed in various parts such as thighs and arms. Pupils produced good work on the importance of healthy eating and a balanced diet. The overall standard in pupils' books is broadly average, taking into account the variations in attainment based on pupils' prior ability. There is evidence of good progress in standards of presentation. Lessons were observed in Year 1 and in both classes in Year 2. In Year 2, pupils used their knowledge and experience of sorting animals and plants into groups to analyse and describe the differences between humans. Pupils worked well in pairs, sensitively identifying the similarities and differences between them. Initially, their analysis was at a superficial level, identifying the differences in the clothes they were wearing, or jewellery, such as earrings. With prompting from their teachers, they improved their analytical and observational skills and used work sheets to identify attributes under three headings, 'same', 'similar' and 'different'. The attributes identified included hair colour, the length of hair, eye colour, height, skin colour and shoe size. In a good lesson in Year 1, pupils were absorbed by the topic of plants and flowers and listened very well. They were keen to answer questions and were able to say that the main

difference between real and artificial plants is that, “*A plant must have roots*”. All pupils, including those with SEN and EAL, worked well together and made good progress. Their behaviour was good and they had good attitudes to science.

95. The quality of teaching was good overall. In the best lessons, through good questioning, the teacher quickly established her pupils’ level of understanding of ‘variation’ and judged that it was sufficiently secure to introduce the lesson objectives. All teachers planned their lessons well, managed their classes effectively and had good subject knowledge. Technical vocabulary was generally emphasised as in a lesson in Year 1, on plants being living things, where the teacher had very good subject knowledge. Here she ensured that her pupils were familiar with and could name the main parts of a plant such as ‘stem’, ‘roots’, ‘leaves’ and ‘flower’. In an otherwise good lesson, the pace slowed when the teacher tended to over-compensate for very minor misdemeanours that were not affecting the good order in the class. On these occasions, she tended to interrupt the lesson to point them out to the class, with pupils losing their concentration for brief periods, as a result. Work in pupils’ books indicates that it is not consistently well matched to the different needs of groups of pupils. Marking is very variable, with some work hardly being marked at all.
96. Although the co-ordinator has a reasonable knowledge of what needs to be done, her role is under-developed and this aspect is unsatisfactory. She does not monitor teachers’ planning or the quality of pupils’ work and the tracking of pupils’ progress is not systematic enough. The raising of standards and the monitoring of teaching has been a focus for the headteacher recently. ICT is insufficiently used to support pupils’ learning in the subject. The school says it is having difficulty finding suitable programs. Literacy is also under-used with too much of the written work being given in the form of work sheets.
97. There is a draft policy for the subject which needs to be ratified; the school follows the QCA scheme of work and this is supplemented by helpful guidelines from the LEA. The amount of time for teaching the subject is less than that normally found. Resources are satisfactory, overall.

ART AND DESIGN

98. At the time of the previous inspection, standards in art were meeting national expectations. These standards have been maintained. By the end of Year 2, pupils have covered a good range of work and attain standards in line with those expected for pupils of this age. Pupils make satisfactory progress in developing their skills in art and in exploring different techniques and media.
99. There is a good range of attractive artwork on display in classrooms and in the common areas of the school. This shows that pupils have used a wide variety of media, such as paints, pastels and modelling materials. The range of display shows good links between art and other curriculum areas, for example, with mathematics. Pupils have made symmetrical patterns using paint and then folding the paper and have made careful drawings of musical instruments. Art is used to develop pupils’ understanding of their own culture and that of others, for example, pupils have painted tissue paper fans in Chinese style. The school has previously worked with artists in residence, as a result of which there is a large banner in the hall incorporating work from each class, celebrating new life. Students from Year 9 at a local high school have worked with younger pupils to decorate the newly developed role play area in the Foundation Stage building. Art is used well to make the school a lively, attractive place in which to work. The care with which pupils’ artwork is displayed reflects the importance teachers place on celebrating pupils’ creative ability. In Years 1 and 2 pupils use a range of techniques, including work using computer programs. Pupils experiment with paint, charcoal and pastels and use different materials to make collage pictures.
100. In the lessons observed, and from evidence provided, it is clear that pupils are developing their skills systematically and exploring a range of techniques. In Year 1, pupils look at pictures of natural objects and discuss their textures and experiment with different media to see how they can represent these textures. The teacher makes a clear distinction between marks and pictures and

pupils understand that they are not making representational drawings, but learning a new technique. The pupils used modelling materials to explore the technique of creating surface textures. In using charcoal, they learn how it differs from pencils and crayons and how it can be used to create a variety of effects. In Year 2, pupils are developing the skills of observational drawing. They look carefully at plants and try hard to draw them. The teacher makes good links with science work and also of ICT. One of the plants drawn is a Venus flytrap. Pupils were fascinated to watch an animated computer article of this devouring a frog. Having observed this they realised that they should not touch the plant, although the teacher explained that the tropical version is much larger than those in the classroom. Pupils were also introduced to clay and shown how to create a model penguin. They enjoyed finding out how the clay differed from plasticine, and that it needed different modelling techniques.

101. Pupils enjoy their art lessons and talk enthusiastically about their work. They work carefully and become very involved in their activities and concentrate well. They are encouraged to evaluate their work and consider how they can improve it.
102. The quality of teaching is satisfactory overall and one very good lesson was observed. In this lesson the teacher had very good subject knowledge and was very enthusiastic. This approach communicated itself to the pupils who greatly enjoyed the lesson. Art lessons are well organised and resources are good and make a positive contribution to pupils' cultural development. The management of the subject is ineffective. The co-ordinator is not sufficiently aware of strengths and weaknesses in the subject. She does not monitor colleagues' planning nor the quality of pupils' work. Progress since the last inspection has been satisfactory.

DESIGN AND TECHNOLOGY

103. No lessons in design and technology were observed during the inspection, as none was included on the timetable. The school has not kept examples of pupils' work from previous terms, although the co-ordinator has kept photographic evidence of pupils' work from the previous year. On the limited evidence available it is not possible to make a judgement on the quality of teaching. However it is clear that most teachers' subject knowledge is weak and they are in need of training. In Year 1, pupils make collage pictures using paper, fabric art, straws and similar materials. However, the work observed did not develop pupils' use of tools further than cutting and sticking. Year 2 pupils had designed and made models of different types of homes. At present the subject has a low priority in the school and standards are unsatisfactory.
104. Discussions with pupils indicate that they have limited knowledge and experience of the subject. They lack confidence when they talk about the range of techniques in assembling, joining and combining materials appropriate for pupils of their age. There are opportunities for pupils to develop their skills in design and technology in some extra curricular activities. Pupils are involved in making props for school productions and contribute to making properties for the local carnival celebration and Divali festival. Whilst this is a valuable experience for those pupils who take part, it does not involve all the pupils and some do not have enough experience of designing, making and evaluating design projects.
105. The co-ordinator has a good understanding of the strengths and weaknesses of the subject, but at present there is no monitoring of teaching or planning. She understands what needs to be done, but at present the curriculum time available is not sufficient to enable the subject to be taught effectively. The last inspection report described pupils' attainment as being in line with nationally expected standards. Progress since the last inspection is unsatisfactory. Not enough teaching time is allocated to the subject to enable it to make an effective contribution to the curriculum. The school is aware that much more needs to be done to raise standards to acceptable levels.

GEOGRAPHY

106. Standards achieved by pupils in Year 2 are similar to those expected for pupils this age. This is an improvement on the standards at the last inspection, because of improved curriculum planning,

which has increased pupils' appreciation of the world beyond the school surroundings. By the end of the key stage, pupils' knowledge of places and location is average for their age and they have a sound understanding of the world around them. Map and research skills are satisfactory. All pupils, including those with SEN and EAL, make satisfactory progress and, compared to their prior attainment, are achieving well.

107. Pupils in Year 2 have a sound knowledge of the human and physical features of places and are beginning to make appropriate comparisons between contrasting environments. During the inspection, pupils were studying the difference between their own locality and the island of Iona. Most pupils were able to identify the basic characteristics of the two localities and above average pupils talked confidently about the similarities and differences of life on the island. Pupils are familiar with the countries of the United Kingdom and can show their relative positions on a map. The development of map skills is satisfactory, overall. In Year 1, for example, pupils are able to discuss and draw a simple, appropriate map of a journey, identifying the main features. In Year 2, pupils locate human and physical features on a map of Iona and are able to identify Mexico and the UK on a world map. They are beginning to employ appropriate geographical vocabulary, as when they describe a 'rocky coastline'. As well as referring to maps, pupils consult secondary sources including books, aerial photographs and ICT for information.
108. The quality of teaching varies from satisfactory to very good, but is good overall. Lesson plans are satisfactory, with clear learning objectives, but do not always take sufficient account of the variety of pupils' learning needs. Teachers build well on previous learning and use questioning well to extend their pupils' understanding. Activities are interesting and engage pupils, so that they are motivated to give of their best. This was particularly evident in one very good lesson, where pupils were accessing the internet for information on Iona. They were completely enthralled by the virtual reality pictures that appeared on the screens and made very good progress in their knowledge of the island as they scanned the landscape. Teachers manage pupils very well and establish good relationships, to create an atmosphere that is conducive to effective learning.
109. The subject co-ordinator has developed a scheme of work that provides effective progression in geographical knowledge and understanding. However his role is limited in that he does not monitor standards through analysis of pupils' work or observation of lessons. He is aware of areas for development in the subject, namely to improve procedures to ensure consistent assessment of pupils' learning and to provide more software to support the use of ICT to enhance learning. The amount of teaching time is less than that normally allowed for teaching the subject.

HISTORY

110. It was only possible to see one lesson in history during the inspection so judgements are based on an analysis of pupils' previous work, teachers' planning and discussions with the co-ordinator. Standards are in line with those normally expected by the end of Year 2. Standards have risen since the previous inspection, due to improved curriculum planning that provides full coverage of the programmes of study of the National curriculum – this was a weakness at the last inspection. All pupils, including those with SEN and EAL are achieving well, given their prior capabilities and are making satisfactory progress.
111. Pupils have a sound sense of chronology. In Year 1, for example, they develop their understanding of the past through their consideration of changes in themselves over time. They become aware of the difference between now and then through comparing pictures of schoolrooms in the present, with those long ago. They know which toys are old and which are new. In Year 2, pupils place important historical events, such as The Great Fire of London, on a time line to indicate its place in history in relation to the present. These pupils know about some significant people in the past by studying for example, the lives of Florence Nightingale and Mary Seacole and know of Alexander Graham Bell's connection with the invention of the telephone. Pupils communicate their historical knowledge effectively, through writing and drawing. For example, pupils in Year 2 have made good observational drawings of George Stephenson's locomotive the 'Rocket', showing close attention to detail. However, progress is limited by the lack of

opportunities for pupils to improve their skills through the examination of artefacts and the use of ICT.

112. Although there is insufficient evidence to judge the quality of teaching overall, in the lesson observed it was good. The teacher recapped well on previous learning and pupils demonstrated a good recall of famous historical figures and their influence on contemporary life. For example, they knew that Florence Nightingale was a nurse during the Crimean war, that she campaigned against the unhygienic conditions of field hospitals and that she established her own hospital in Turkey. An above average pupil was proud to tell the class the dates of the Crimean war. The teacher made good use of resources as he introduced the story of Louis Braille with a short video. Through good use of questioning pupils were made aware of Braille's contribution to technical progress, as he subsequently invented a code for blind people. Pupils were motivated well with the opportunity to use Braille cards to extend their understanding. They were enthusiastic in their response, watching the video on Braille's life with total involvement and were keen to answer questions afterwards.
113. The co-ordinator is knowledgeable and committed. He has worked hard to create a scheme of work that is effectively adapted to the needs of the school. He monitors teacher's planning but has not yet monitored progress and standards in the subject through observations of pupils' work or lessons. At present, assessment of pupils' learning is inconsistent and is not used effectively to check that pupils are progressively gaining historical skills. There are sufficient books to support pupils' learning, but limited artefacts to assist the development of historical enquiry.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

114. Standards in ICT are broadly in line with those expected for pupils when they are in Year 2, and have been maintained since the previous inspection. Pupils in Year 2 are developing confidence in their abilities in using computers and other technological equipment, and their skills are progressing at an appropriate rate. There are no significant differences between the performance of boys and girls; nor of pupils with EAL or SEN.
115. During the inspection it was not possible to observe many lessons in ICT, especially in Year 1, therefore it was not possible to make judgements on the quality of teaching, overall. However, those lessons that involved the use of technology in Year 2, were well organised; for example, in a geography lesson, the pupils used the Internet to find and scan Iona and to discover more about the island. In mathematics, the pupils used their skills effectively to plot a route using direction and length, to create a diagram of a house. In literacy; the pupils were able to 'log on' and 'log off', retrieve stored information and were able to change letter size and delete errors. ICT was therefore used effectively in Year 2, to support the pupils' learning in some areas of the curriculum.
116. Teaching is well-organised and the teacher's enthusiasm motivates the pupils effectively. The support staff are well-deployed and use their skills well to enable the pupils to make good progress. The class teacher has good subject knowledge and high expectations of attainment and behaviour. The lesson is well planned and the pupils make good progress as a result. There are also good links to other subjects, for example, numeracy and mathematical language are reinforced regularly, but, overall, ICT is not used consistently in mathematics. There are good levels of inclusion and any difficulties or confusion faced by those pupils learning English as an additional language are checked and reinforced correctly. The ICT suite is a relatively new addition to the school's resources and is not implemented fully as yet. The subject features strongly in the school's development plan and there are many aspects about the technology which are either in the process of being developed or are yet to be initiated. For example, 'to develop schemes of work in line with national and local authority guidelines', 'to ensure all staff are appropriately trained', 'to review the policy for the subject' and 'to monitor planning'. Assessment procedures are unsatisfactory.
117. The use of ICT therefore, is not consistent across the school, although the staff are gaining confidence and use word processing skills to display the pupils' work. Resources for technology are generally good, although there are plans to develop further the available software and to

purchase other equipment, for example, a large monitor for the computer suite and a more sophisticated digital camera.

118. The leadership and management of ICT are satisfactory overall, although the role of the co-ordinator could be developed more. However, she is well aware of what needs to be done to improve the subject further. The funding to improve ICT is well managed and offers good value for money. There is good quality planning and management of both training for staff and the purchasing of equipment. The impact of investing in ICT is having a beneficial effect on pupils' learning, although its full impact is yet to be realised across all year groups in all subjects. However, there are two clubs for the subject and also workshops to train parents and carers in the use of laptops.

MUSIC

119. Two full lessons were observed. In addition a short singing lesson for pupils in Year 1 was observed and singing also took place during three assemblies. Standards are broadly in line with those expected for pupils' ages. These standards are similar to those reported at the last inspection.
120. In Year 1, the lesson objective was to develop the pupils' awareness of the different timbres of untuned percussion instruments. With prompting from their teacher, pupils recognised that the instruments were grouped according to various characteristics, including the materials they were made of, such as metal, wood and skin; and how they are played, for example, using shakers and scrapers. The instruments were distributed to all pupils who enjoyed shaking them individually, although they were given very little time to do so. Their knowledge and playing was satisfactory, overall. Pupils' attitudes and behaviour were satisfactory. A minority of pupils did not follow their teacher's instructions to the letter and insisted on fiddling with their instruments although told not to.
121. In Year 2, pupils' performance was satisfactory as they played their instruments carefully. These included tambours, beaters, maracas, shakers, scrapers and cowbells. The teacher had written symbols on the whiteboard to represent dynamics such as loud and soft, along with other symbols to represent the instruments. The pupils followed the teacher's instructions well as she used a baton, pointing to the symbols, while the pupils played their individual groups of instruments at a given instruction, playing to a steady beat of four measures. All pupils, including those with EAL and SEN, made good progress in this lesson. They were enthusiastic, enjoyed the activities, worked well together and were well behaved. In the short singing lesson in Year 1, pupils sang in tune but not very enthusiastically, - similar standards to those in the assemblies.
122. In Year 1, teaching was satisfactory. The teacher had satisfactory knowledge and understanding and she managed the class well, although she gave her pupils too little opportunity to play their instruments. However, she asked some good questions that led to interesting answers. For example, in response to her question, "*What does the sound of your instrument remind you of?*" the castanet player said it reminded her of, "*something bubbling on a stove*". In Year 2, the lesson was taught by the co-ordinator and teaching was good. Her good subject knowledge enabled her to plan the lesson well and the class was well organised. She ensured the good resources were used well, including a good range of instruments representing the ethnic diversity of the local community. However, this quality of teaching is better than that of other teachers, some of whom are not very confident in the subject.
123. The co-ordinator is keen and enthusiastic and works hard organising concerts and writing plays which are accompanied by music. However, she does not monitor teachers' planning or the standards of pupils' work. The school follows a commercial scheme of work and meets statutory requirements. Appropriate emphasis is given to composition.

PHYSICAL EDUCATION

124. Three lessons were observed during the inspection. Two of these involved games skills and one

was for dance. Pupils' standards were above those normally expected for pupils in Year 2. All pupils, including those with SEN and EAL, take a full and active part in the lessons and, in those seen, make very good progress.

125. Pupils in Year 2 demonstrate good co-ordination as they jog, skip and hop in different directions around the playground. They show an awareness of space and follow instructions well. Most control a football competently as they manoeuvre it along the ground, using the toe and side of their foot to determine its direction. They throw balls accurately and catch them securely. The challenge to construct their own aiming game in pairs is met well, with the majority of pupils contributing suggestions, both to the rules and the equipment to be used. In Year 1, pupils communicate and express their feelings well through movement, as they repeat and explore simple actions. For example, as pupils 'go on an exploration' they listen well and move imaginatively, showing appropriate fear of the animals they encounter and moving gingerly, as they pretend to climb over and under brambles, in the wild wood.
126. Pupils' attitudes to physical activities are good and all pupils dress appropriately for lessons. They listen well to instructions and follow teachers' commands carefully. When asked to do so they work well together, sharing equipment and ideas.
127. The quality of teaching is very good. Lessons include appropriate warm-up and cool-down sessions, and pupils are given maximum opportunity to engage in physical movement. A strong feature of the games lessons is the opportunity provided at the beginning for pupils to make their own choice of equipment, as they spend some time practising skills previously learned. Learning is further enhanced, as the teacher offers direct strategies to improve techniques, which lead to the improvement of skills. In all lessons teachers are appropriately dressed and pupils are effectively used to demonstrate examples of good practice. Pupils are motivated well by the challenging activities. This was evident in one games lesson, where a pupil persevered until he mastered the skill of throwing and catching the ball and was so pleased with his success that he jumped up and down in delight. The teacher celebrated his achievement with him, by inviting him to demonstrate his newly acquired prowess to the rest of the class.
128. The subject is well managed by the enthusiastic and committed co-ordinator, who teaches most of the lessons throughout the school. Resources are adequate, overall.

RELIGIOUS EDUCATION

129. Religious education is taught according to the locally agreed syllabus. The LEA is currently reviewing the syllabus and a new one is expected to be published in the near future. Pupils' attainment in religious education is in line with the expectations of the Locally Agreed Syllabus. Pupils at the school come from different faith communities and many are knowledgeable about their own faith traditions. Many of the Muslim pupils attend after school provision at the mosque, where they receive religious instruction. In the lessons observed, all pupils including those with SEN and EAL, attain satisfactory standards and make satisfactory progress in their knowledge, skills and understanding.
130. In the previous inspection report, standards in religious education were judged to be below the expectations of the locally agreed syllabus. This is no longer the case and the school has made good progress in this area since the last inspection.
131. In Year 1, pupils talk about special places, with satisfactory understanding. They know that places of worship are special and that mosques, churches and synagogues are special places where people go to pray. In Year 2, pupils enjoyed acting scenes from the story of Joseph and his brothers. They enjoyed the role-play and were able to empathise with the feelings of jealousy portrayed in the story. Pupils know that this is a bible story and important to the Christian and Jewish faiths. Pupils show appropriate interest in lessons.
132. The quality of teaching is satisfactory. Teachers follow the requirements of the Locally Agreed

Syllabus carefully, plan well, have secure subject knowledge and are concerned to help pupils appreciate the diverse nature of the religious beliefs of the local community. The faith traditions of the school community are valued and celebrated. Resources are used well, but on occasion their use slowed the pace of the lesson unduly. For example, in showing the class photographs of a place she liked, the teacher allowed too much time for this activity and some of the class became distracted. Teachers have good relationships with their pupils and manage them well.

133. Leadership and management of the subject are satisfactory. Resources are also satisfactory, but ICT is insufficiently used to support learning in religious education.