

INSPECTION REPORT

FOXDELL JUNIOR SCHOOL

Luton

LEA area: Luton

Unique reference number: 109577

Headteacher: Mrs L McMulkin

Lead inspector: Bob Cross
15917

Dates of inspection: 21st to 23rd June 2004

Inspection number: 256163

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
Number on roll;	224
School address:	Dallow Road Luton Bedfordshire
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Appropriate authority:	The governing body, Foxdell Junior School
Name of chair of governors:	Mr Sajjad Haider
Date of previous inspection:	February 1998

CHARACTERISTICS OF THE SCHOOL

Foxdell Junior School is about the same size as most other schools of the same type. The school has 42 pupils on its register of special educational needs, which is broadly the level of the national average. Pupils with social, emotional and behavioural difficulties are the largest single group of pupils with special educational needs. None of the pupils has a statement of special educational need which is below the national average. The percentage of pupils known to be eligible for free school meals is above the national average. The school has 20 more boys than girls on roll although Year 6 has a significant imbalance in the numbers of boys and girls. Over 90 per cent of the pupils are from minority ethnic backgrounds with those of Asian or Asian British (Pakistani) origin being the largest single group. One hundred and seventy seven pupils are in the early stages of learning to speak English as an additional language. Both of these features are much higher than in most schools. Five of the pupils are refugees or asylum seekers and five are in public care. During the last school year, 15 pupils entered the school other than at the usual time of first admission and 14 left it at a time which was not the normal leaving or transfer time for most pupils. This rate of mobility is broadly average. In the last two years, 7.5 teachers left the school and 4.5 were appointed. This is a high rate of turnover. Pupils enter the school at average levels of attainment. The school obtained the Activemark and the Charter Mark in 2003, the Artsmark in 2002 and a School's Achievement Award in 2001.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Foxdell Junior School provides its pupils with a sound education. It has areas of considerable strength including some of excellence, for example, the respect for individuals and the racial harmony it promotes. However, the school also has serious weaknesses which are centred on the fact that pupils do not do as well as they could particularly in mathematics and science. This is because the quality of teaching and learning, including provision for pupils with English as an additional language (EAL) which is particularly important in this school, are unsatisfactory and are also areas of serious weakness. The school has faced significant barriers to improvement in terms of changes of staff and management recently. The headteacher gives the school good leadership so that all know what improvements are needed. However, the school's management is only satisfactory and this is promoting improvement too slowly. The school gives unsatisfactory value for money.

The school's main strengths and weaknesses are:

- Racial harmony, respect for others and relationships are all excellent.
- Progress in mathematics and science is too slow and pupils do not reach high enough standards in these subjects.
- The quality of teaching and learning is not good enough.
- Provision for pupils with EAL does not enable them to reach their full potential.
- The headteacher's leadership gives the school a clear vision.
- The rate of improvement is not fast enough because management is only satisfactory overall and there are significant shortcomings in the co-ordination of some aspects of the school's work.
- All pupils are fully included in all aspects of the school's work.
- The school's provision for the pupils' spiritual, moral, social and cultural development is very good and results in very good behaviour.
- Assessment information is not used well enough to plan the pupils' work.
- The school's range of activities to enrich the curriculum is very good.
- Attendance is unsatisfactory.

Improvement since the school was last inspected is unsatisfactory even allowing for the barriers to improvement that it has faced. In 1998, it was judged to be a good school. It is now considered to be a satisfactory school. Strengths in, for example, the provision of spiritual, moral, social and cultural development, relationships with parents and behaviour have been maintained. However, standards, teaching and learning and attendance are not as good as they were in 1998. In addition, the key issue for action from that inspection concerning using assessment information to raise standards especially for the more able has been unsatisfactorily addressed.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	C	C
mathematics	D	D	E	E
science	D	D	E	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is unsatisfactory. Pupils enter this school at average standards and leave it at below average standards. Standards in English, mathematics, science and art and design are below average and pupils do not do well enough in these subjects. In information and communication

technology (ICT), music, physical education (PE), religious education (RE), and personal, social, health and citizenship education (PSHCE) standards are average. These are the only subjects where sufficient evidence to make firm judgements was gathered. Overall, throughout the school, the achievement of pupils with special educational needs (SEN) and those who speak EAL is unsatisfactory. This is because the overall quality of provision made for them is not good enough. However, where these pupils receive specialist support, they often do well.

Pupils' attitudes are good. Their behaviour is very good. Pupils' spiritual, moral, social and cultural development is very good. During the inspection, pupils displayed very responsible attitudes. They were polite, confident, very well behaved and enjoyed hard work. The pupils have a very high degree of respect for the feelings and values of others. The attendance rate is below the national average.

QUALITY OF EDUCATION

The school provides its pupils with an adequate education although it has areas of serious weakness. The quality of teaching and learning is , overall, unsatisfactory. However, there are significant variations between and within year groups. For example, teaching and learning are satisfactory in Years 4 and 6. The teachers expect the pupils to behave well and most of them respond very well by working hard and behaving very well. However, teachers do not use assessment information well enough to plan and set work for pupils which is challenging and achievable. As a result, the pupils do not do well enough and do not receive equality of opportunity. Curricular provision is satisfactory. Care and support of pupils and links with parents and the community are all good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The good leadership of the headteacher has ensured that systems to improve the areas of weakness in the school are being established. These systems are too new to have had a significant impact and, in some instances, they are not refined or sharp enough. The head is well supported by the deputy headteacher. All staff have a commitment to improvement but the effectiveness of those with management roles varies significantly with many being unsatisfactory. The governors carry out their duties satisfactorily. They have ensured that all statutory requirements are met. However, they do not challenge the school successfully enough about progress in, and methods of, raising standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about the school. They especially like the way the school is managed, the quality of teaching and the progress their children make. Some are concerned about the behaviour of the children, the provision of homework and the limited way in which the school seeks their views. Most **pupils** are very pleased with the school. They particularly like the fact that they have an adult to go to if they are worried. The pupils also feel that they have to work hard. Their main concerns are that other children do not behave well and that lessons are not interesting.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve progress and raise standards particularly in mathematics and science.
- Enhance the quality of teaching and learning.
- Develop provision for pupils with EAL.
- Improve the use of assessment information to plan the pupils' work.
- Ensure that all management roles are effective.
- Increase attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is unsatisfactory. Standards are below average in English, mathematics and science. Pupils with SEN and those who speak EAL do not do well enough although they often make good progress when they receive specialist support.

Main strengths and weaknesses

- Pupils do not do well enough.
- Standards are too low.
- Progress is good in music.
- Achievement is satisfactory in Years 4 and 6.
- Pupils with SEN and those who speak EAL do not make enough progress.
- Pupils who are considered to be gifted and talented have been identified.
- The pupils' numeracy, literacy and ICT skills are underused in other subjects.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.6 (24.5)	26.8 (27)
Mathematics	24.3 (25.8)	26.8 (26.7)
science	26.8 (27.5)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

1. The table shows that, compared with all schools nationally, standards in English were average but standards in mathematics and science were well below average. Compared with similar schools based on those whose pupils attained similarly at the end of Year 2, standards were the same as they were for all schools. The trend is erratic but, overall, downwards and thus the rate of improvement is slower than the national rate. The data also show that the achievement of pupils in this school is unsatisfactory compared with pupils in other schools who enter at the same level of achievement. No significant differences in the attainment of boys and girls were seen during the inspection.

2. The findings of the inspection are that standards in English, mathematics and science are below average in Year 6. These judgements differ from the standards that the school achieved in these subjects in these tests in the national tests in 2003. They are higher in mathematics and science and lower in English where the findings of the inspection include judgements on speaking and listening. Compared with the school's provisional national Year 6 test results in 2004, the findings of the inspection are lower in English and higher in mathematics. However, in all subjects, the judgement closely reflects the school's long-term standards in these tests, particularly the average of the past three years, which is a more accurate guide. When the school was last inspected in 1998, standards in English, mathematics and science were average. Standards are lower now as the quality of teaching is not as good as it was in 1998 and represent unsatisfactory achievement. In general, pupils enter this school at average levels and leave it at below average levels or at lower levels than they entered it. The figures provided by the school show that the movement of pupils into and out of the school at times other than the normal ones of entering and leaving was broadly at the level of the national average. Although there is some evidence that the attainment of those who entered was lower than that of those who left, mobility is not judged to be a significant factor in the

achievement of the pupils. Indeed, mobility is so low that the school falls comfortably into the range in which the similar schools it is compared with are those whose pupils attained similarly at the end of Year 2. Figures provided by the school indicated particular underachievement by boys of Pakistani heritage. No evidence was found during the inspection to indicate that the achievement of this group of pupils was significantly different from that of other pupils.

3. Pupils' achievement is not good enough in English given their standards on entry to the school. The findings of the inspection and the standards reached in the end of Year 6 tests taken as an average of the last three years show standards are below average. However, the most recent national test results show that the pupils have done significantly better in the English tests than they have in other subjects. This disparity shows clearly that the pupils have the capacity to do much better in mathematics and science especially if their needs in EAL were adequately addressed. This is also the case in English especially for more able pupils.

4. The findings of the inspection are that, in Year 6, standards are below average in art and design and average in ICT, music, PE, RE and PSHCE. This represents unsatisfactory achievement in art, good achievement in music and satisfactory achievement in ICT, PE, RE and PSHCE. Insufficient evidence was gathered during the inspection to make judgements in other subjects. Achievement in all of these subjects reflects the quality of teaching and learning the pupils receive in them. Compared with the findings of the school's 1998 inspection, standards are the same in ICT, music, PE and RE. Standards are lower in art and design and no comparison can be made in PSHCE. In Years 4 and 6, achievement is satisfactory as teaching and learning are satisfactory.

5. Pupils who have SEN also do not make enough progress. This is because planning often provides simply a reduction in the number of examples they must do rather than a focused piece of work set at their level. Progress towards behavioural targets is satisfactory.

6. Overall, the school's provision for pupils with EAL is unsatisfactory. The strong ethos of the school and pupils' very good relationships give good support for pupils' personal and social development. This means that pupils take part in lessons confidently. However, the school does not provide a sufficiently high profile for a rich and growing range of vocabulary and expression. Teaching does not focus sufficiently sharply on the specific language needs of pupils at differing levels of language acquisition. This means that pupils who have EAL do not achieve as they should. For a significant number of pupils, the range of their vocabulary and expression, and the depth and detail of their comprehension, does not develop satisfactorily as they move through the school. Although some pupils achieve appropriately especially when they receive specialist support, too many pupils remain on the same stage of language development or make too limited progress.

7. The school has identified a number of pupils it considers to be gifted and talented. These pupils are recognised in academic, sporting and artistic areas of the curriculum. Additional provision is made for their needs including a weekly club which provides a varied range of activities, opportunities to take part in musical and sporting activities, liaison with the high school so that these pupils take part in summer schools and the use of assessment information to provide challenging work. However, no evidence of exceptional achievement was found during the inspection. In both the current and the 1998 inspection too few pupils were found to reach above average levels.

8. There are examples of the pupils making use of numeracy, literacy and ICT skills in a range of other subjects. However, the school has identified the need to use these skills in other subjects in a more considered way. At present, the pupils do not use their skills in literacy, mathematics and ICT sufficiently well to extend their learning in other areas of the curriculum. As the use of these skills is not systematically planned, teachers miss opportunities for the pupils to make use of them.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are good. Their behaviour is very good. Pupils' spiritual, moral, social and cultural development is very good. Attendance is unsatisfactory.

Main strengths and weaknesses

- The school's promotion of good relationships and racial harmony is excellent.
- Respect for the values, feelings and beliefs of others is excellent.
- The school has good procedures for promoting good attendance.
- Pupils' confidence and self-esteem are very good.
- Pupils' freedom from bullying and other forms of harassment is very good.
- Pupils have a good awareness of right and wrong and show respect for others' feelings.
- Pupils' appreciation of their responsibilities of living in a community is very good.
- Attendance is not good enough.

Commentary

9. The school promotes a positive attitude to learning and pupils respond to this and strive hard to achieve the expectations of their teachers. The very good methods of behaviour management adopted by the whole school staff have a positive effect on pupils' learning. Overall, behaviour is very good in lessons, around the school and in the playground. These standards have been maintained since the last inspection. Pupils are all aware of the school and class rules and fully understand the difference between right and wrong. Positive attitudes are constantly promoted and fostered by the school. Overall, pupils' spiritual, moral, social and cultural development and understanding are very good. The environment provided by the school is one of a large and happy family where everyone is valued and respected. Pupils confirm how much they enjoy and benefit from this caring environment.

10. Pupils have many opportunities for taking on additional responsibility and they respond very well to them. The school council ensures that pupils' views are heard and listened to. Every year group has representatives on the council. Class captains take responsibility for behaviour in class and carry out routine tasks quietly and efficiently. Pupils interviewed during the inspection displayed very responsible attitudes and were confident, courteous, articulate and mature for their age. The school ensures that every pupil, regardless of age, gender or ability, has some opportunity to enjoy responsibility.

11. Pupils are given many opportunities to show their excellent level of respect for the feelings and values of others and to reflect on these feelings. The culture of the school coupled with school assemblies and lessons, ensures that a very good level of spiritual and moral development is achieved.

12. The excellent racial harmony and the respect for the feelings and beliefs of others is a strength of the school and ensures that pupils' social and cultural development is very good. These strengths enhance the learning environment for all pupils and ensure that pupils with SEN and those who speak EAL take a full part in the life of the school.

13. Although attendance is unsatisfactory and well below the national median in the 2002/2003 academic year the rate is steadily increasing. A check taken during the inspection showed an attendance figure closely approaching the national average for similar schools.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	7.1
National data:	5.4

Unauthorised absence	
School data:	0.1
National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting

year.

14. The rigorous procedures instigated by the school ensure that the majority of parents and pupils understand the need for prompt and regular attendance at school. These systems of monitoring and promoting attendance have resulted in a steady improvement in attendance. These methods have also resulted in a low rate of unauthorised absence. During interviews and discussions with pupils, it was very evident that they enjoyed school and, indeed, many volunteered that they wanted to come to school because they so enjoyed their learning and the many activities the school provides. There have been two fixed period exclusions during the current school year. These exclusions were the final sanction in the school's behaviour programme after all other methods of help and support had failed and demonstrate the school's determination to re-inforce the need for acceptable behaviour.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	24	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	10	0	0
Asian or Asian British – Pakistani	118	4	0
Asian or Asian British – Bangladeshi	6	0	0
Asian or Asian British – any other Asian background	27	0	0
Black or Black British – Caribbean	12	0	0
Black or Black British – African	6	0	0
Black or Black British – any other Black background	8	0	0
No ethnic group recorded	7	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a satisfactory education. Although it has areas of great strength, particularly in relationships, it also has serious weaknesses. The quality of teaching and learning is unsatisfactory. The teachers expect the pupils to behave well and most of them respond very well by working hard and behaving very well. However, teachers do not use assessment information well enough to plan and set work for pupils which is challenging and achievable. Provision of pupils with EAL is unsatisfactory. As a result, the pupils do not do well enough and do not receive equality of opportunity. Improvement is too slow. Curricular provision is satisfactory overall although extracurricular provision is very good. Care and support of pupils, and links with parents and the community, are all good.

Teaching and learning

The quality of teaching and learning and the use of assessment information are unsatisfactory. Assessment procedures have strengths and weaknesses.

Main strengths and weaknesses

- Assessment information is not used well enough to encourage the pupils' progress.
- Teachers promote good behaviour effectively.
- Time, resources and the pupils' skills in ICT, literacy and numeracy are not always used adequately.
- The best teaching occurs in Years 4 and 6.
- The teaching and learning of pupils with SEN have strengths and weaknesses.
- Teaching and learning for pupils who speak EAL are unsatisfactory although there are some strengths.
- The use of teaching assistants is not consistent.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	0 (0%)	7 (18%)	27 (71%)	4 (11%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. Standards are not as high as they were when the school was inspected in 1998 and pupils do not do well enough. This is largely because the quality of teaching was good when the school was last inspected but the quality of teaching and learning is now judged to be unsatisfactory. To some extent, this change in judgement reflects the high turnover in teaching staff in the last two years. However, the most noticeable difference between the findings of the two inspections is that 17 per cent of the teaching was at least very good in 1998 whereas no lessons were of this quality in the present inspection and only 18 per cent of lessons were good. Seventy-one per cent of the teaching was satisfactory which is not good enough to raise standards. In conjunction with the 11 per cent of unsatisfactory teaching and the evidence gained from the analyses of pupils' work, this makes teaching and learning unsatisfactory as it lacks aspiration.

16. Strengths in the teaching identified in 1998 included the teachers' knowledge of the subjects taught, control of the pupils, use of time and resources and planning. Control of the pupils remains a strength, although there are some weaknesses in Year 5, and teachers' knowledge is satisfactory overall. Teachers establish very good relationships with the pupils and they respond by behaving very well and working hard. There are now significant weaknesses in planning and the use of time and resources. For example, planning is not good enough to ensure that pupils apply and develop their literacy, numeracy and ICT skills regularly and systematically. This means that the pupils do not benefit from applying what they know in these areas to help them learn in other subjects.

17. Teachers' planning has significant shortcomings. Most of these are related to the failure to use assessment information well enough to match the work provided to the needs of the pupils especially the more able and those with EAL. Both of these matters were key issues for action when the school was last inspected. Observation of lessons and analysis of pupils' work shows that, most of the time, pupils of all abilities and levels of fluency in English do the same work. Where extension work is planned, pupils frequently fail to reach it because the pace of lessons is slow. This is largely due to teachers talking too much at the start of lessons so that pupils are not left with enough time to complete their work. It is also due to inappropriate use of resources. For example, in ICT, the use of equipment which would normally have increased the pace of learning was used in a manner that slowed it down. Conversely, in two lessons seen, able pupils who had finished their

work quickly were left with nothing to do until the end of the lesson. The analysis of pupils' work showed that, in some cases, pupils had copied work which was identical. It also showed that, in some subjects, work was repeated in different year groups without any sign of significant progress. Furthermore, for example, in mathematics, there was little evidence that weaknesses identified by the analysis of assessment data were being addressed systematically in lessons. These factors also indicate that some teachers' expectations of what the pupils can achieve are not high enough.

18. Low expectations are also indicated by the fact that pupils consistently perform better in the end of Year 6 national tests than the standards the teachers assess them to be at. The pupils often also do better than the targets the school expects them to reach. These factors also indicate a lack of accuracy in assessing the pupils' standards.

19. The marking of pupils' work is variable. In most cases, it consists of correction and praise and fails to give pupils advice on how to improve. Pupils do have some knowledge of how to improve their work in English and, to a much lesser extent, in mathematics. This is because they are given targets in these subjects. However, these targets do not include specific targets that reflect the next steps in language development for pupils who speak EAL. In conversation, the pupils found the English targets useful but showed less awareness of their targets in mathematics. In general, the targets given to the pupils are not specific enough to raise standards and the pupils are not clearly aware of how to reach the next National Curriculum level. No targets are set in science.

20. There was no unsatisfactory teaching in Years 4 or 6 and six of the seven good lessons seen during the inspection occurred in these year groups – three in each year. In these year groups, lessons have a greater sense of urgency and expectations of the pupils' achievement are higher. However, there is still some over direction in investigative work, for example, and the more able pupils and those with EAL are not fully catered for. Nevertheless, progress in these year groups is satisfactory. This is an improvement on the unsatisfactory progress made in Years 3 and 5 although it cannot make up for this unsatisfactory progress. In Years 3 and 5, only one good lesson was seen and 25 per cent of the teaching was unsatisfactory. There are, however, significant variations between the classes in these year groups.

21. Most parents felt that teaching was good. Some expressed concerns over the quality of the pupils' behaviour but the findings of the inspection judged these fears to be unfounded. Significant numbers of the pupils indicated that they did not learn new things in lessons and that lessons were not always interesting.

22. The quality of teaching and learning for pupils who have special educational needs is satisfactory. Teachers plan for pupils who have SEN, but, in some lessons this means simply doing several examples fewer than others. Where assistants are present, they do well, but in many lessons in important subjects, such as mathematics, there was no extra support available.

23. Overall, the quality of teaching and learning for pupils with EAL is unsatisfactory. Teachers' planning and strategies do not sufficiently take into account pupils' specific and continuing language needs. This includes older and sometimes higher attaining pupils. Although special vocabulary is identified in some planning, teachers do not sufficiently emphasise this or explain it in the lesson. There is not a sufficiently high profile across the school for developing the range of pupils' vocabulary and expressions. Most pupils are taught in their class groups and are treated in the same way as those who have English as their mother tongue. Some effective use of pupils' first language was observed during the inspection both from trained teaching assistants and from other pupils in the class who act as 'buddies'. However, this good practice is not sufficiently structured either within lessons or across the school. Pupils' support is often informal and stems mainly from the very good relationships within the school.

24. The school maintains a useful range of records which track pupils' progress across the school in English, mathematics and science and in their stages of language development. These records indicate that the school has a small proportion of pupils who are at the initial stage of learning English. These are mainly pupils who have recently arrived in this country. Most pupils are able to

communicate with other pupils and adults confidently and express their ideas in class. A very small number are assessed as having reached fluency. The use of information from these assessments and the expectations of the rate at which pupils should progress are not consistent or sufficiently rigorous. As a result, many pupils do not make sufficient progress in learning English.

The curriculum

Curricular provision is satisfactory. It is enhanced by very good opportunities for enrichment, including a wide range of extra curricular activities. The school's accommodation is good. Resources are satisfactory.

Main strengths and weaknesses

- Curricular provision for pupils with SEN ensures that they take a full part in the life of the school.
- The curriculum is not always relevant to the needs of individual pupils, particularly for the many pupils with EAL.
- There are weaknesses in some aspects of mathematics, science and ICT.
- There is a very good range of out-of-school activities, including extra curricular activities that support the curriculum well.
- There are too few opportunities for pupils to use writing, numeracy and ICT in subjects across the curriculum.
- There has been a good improvement in the school's accommodation.
- Resources for ICT and music are good.
- Insufficient number of specialist support staff to meet the needs of the many pupils with EAL.

Commentary.

25. The school provides pupils with a curriculum that meets legal requirements. However, although the school is committed to equality of opportunity for all pupils it does not always take into account the needs of the pupils being taught, especially in the case of the many pupils with EAL. There is an imbalance in the provision of mathematics and science with a lack of emphasis on using and applying mathematics and scientific investigation. Aspects of ICT such as using sensors, control and the use of e-mail are insufficiently developed. Subjects are not linked sufficiently well to provide connected experiences that assist pupils to understand how what they learn in one subject can be used to help them learn in another. All this has a negative impact on pupils' achievement.

26. Pupils who have SEN needs join in everything that the school offers. Almost all support is in class and pupils are seldom withdrawn. Individual education plans focus on the needs of the pupils, and their targets are appropriate in most cases. Many of these focus on behavioural issues but, where a pupils receives individual help, for example, for literacy skills, targets are much more focused and relevant.

27. The school curriculum provides pupils with EAL with an environment that reflects positive attitudes towards their languages, traditions and countries. However it does not provide a sufficiently coherent and focused approach to the development of pupils' language skills. Trained bi-lingual assistants and teaching assistants provide good support in some lessons but their use is not consistent in all lessons and they are too few to provide support across the curriculum.

28. The school supports the curriculum well through a good range of educational visits and pupils' learning is greatly enriched by numerous visitors to the school. For example, theatre groups, musicians and local dignitaries are regularly invited to enrich numerous curricular activities. The school provides a wide and varied range of after school clubs, which are well supported. These include football, table tennis, ICT, sewing, chess, drama, dance, choir and a carnival clubs. All pupils are enabled to take part in all activities and particularly enjoy participating in them. Outside coaches are often brought in to offer professional advice, including coaches from Luton Town Football Club. Focus theme days such as science, music, mathematics and PE raise the profile of subjects and are popular events, which support pupils' learning well. The provision for music and the performing

arts is particularly strong in the school and the many opportunities provided enabled the school to achieve an Artsmark award.

29. The school accommodation has greatly improved since the last inspection and has been extended to include new classrooms, sports hall, a multi-purpose room and a new ICT suite that has been recently opened. This is all very new but already has given an additional incentive to teachers and pupils. The school library has recently been relocated and is in the process of being restocked. Outside, the attractive school grounds provide a pleasant and stimulating environment for work and play. The school has an appropriate number of teachers. Although the teaching assistants are well trained and give valued support to both the teachers and pupils, there are too few to meet the demands of the pupils' specific needs in this school. Overall, learning resources are sufficient to teach the planned curriculum. Learning resources in ICT and in music are good.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- There are good procedures for health and safety and child protection.
- Relationships with adults in the school are excellent.
- The friendly caring ethos of the school develops well the confidence of pupils who have EAL.
- Pupils with SEN are well cared for.
- The provision of support and advice has strengths and weaknesses.
- The involvement of pupils in the school's work and development is good.
- Arrangements for pupils to settle into the school are good.

Commentary

30. The school has good health and safety procedures in place and a school governor ensures good practice. Safety and care for pupils are paramount throughout the school and no bullying or any form of harassment was seen during the inspection. There are full child protection procedures in place and all staff are well aware of the necessary protocols. The school has close relationships with all the appropriate welfare and support agencies. The school's 'On Track' family support team has a tri-lingual member who is very effective in liaising with families where English is not the first language. The recently formed breakfast club is a good example of the work the school initiates to continue to improve the care and health of pupils.

31. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide good role models for behaviour. Discussions with pupils show that they feel very safe and secure and would turn to any adult in school should they need help, comfort or advice. These trusting relationships are one of the school's strengths. However, the success of the school council is such that those pupils spoken to said they would probably approach their council representative before an adult and were confident that this move would probably resolve any problems they might have. The views of pupils about different aspects of school life are welcomed and encouraged through the school council. The care and support given to pupils who have SEN are good. Better use than that recorded previously is being made of outside help where it is needed.

32. There is an appropriate range of records to track pupils' progress in learning English, including the analyses of different ethnic groups. However, the school's use of information from these records is underdeveloped and insufficient attention is paid to the rate at which pupils progress and to the setting of challenging targets for pupils' language development. There is good value placed on pupils' ethnic heritage and this encourages a good level of self esteem.

33. Procedures to encourage and monitor personal development are good. Overall, the school has satisfactory procedures in place to monitor pupils' standards and academic progress. These are stronger in some subjects, for example, English than they are in others. Assessment data are analysed in great detail. However, the use of assessment information to promote the pupils' progress is unsatisfactory.

34. The school council ensures that all pupils are totally involved in the work and future plans of the school. Council members of all ages and both genders are responsible for a monetary budget and are very aware of their duty to their peers. Pupils take full advantage of the many opportunities for personal and social development that the school offers. They respond very positively, demonstrate mature views and thoroughly enjoy the duties they become involved in. Pupils' personal and social development is enhanced by this good involvement in the work of the school.

35. Induction arrangements for new pupils are good. The school works very closely with the neighbouring infant school and this ensures a smooth transfer to junior school education.

Partnership with parents, other schools and the community

The school's links with parents and the community are good. There are satisfactory links with other schools and colleges.

Main strengths and weaknesses

- The school provides parents with good information about the curriculum and how to help their children at home.
- The school builds good links with parents of pupils who speak EAL.
- Parents make a positive contribution to their children's education.
- Good links with the community.
- Genuine 'open door' policy.
- Management arrangements for shared resources have strengths and weaknesses.

Commentary

36. Parents and carers have very positive views of the school. The school works very well with parents and encourages them to support the school and to help their children at home. Parents' contribution is good and they support the school in many differing ways.

37. The school values parents of pupils who have EAL as a rich resource for sharing cultures and traditions and as partners in their children's learning. The school has identified the need to continue to develop links with as wide a range of families as possible. It makes good use of the school's links with the 'On track' initiative in which Luton is participating, to establish and develop first language links with families who do not yet have close links with the school. Parents who are involved with the school's work and appreciate both the formal and informal links they have with the school.

38. The school prospectus provides clear and detailed information for parents and fulfils statutory requirements. Regular letters and bulletins ensure parents and carers are kept up to date with school news. The homework diary also assists regular home/school communication. The involvement of the family support team ensures that all parents receive any necessary school information. There is also a school website on the Internet.

39. Parents of those pupils who have SEN are involved well in their children's education. They receive details of individual education plans, and there are opportunities for them to talk to teachers at consultation evenings and at other times.

40. The school operates a genuine 'open door' policy. This, coupled with the work of the family support team, ensures that parents and carers feel comfortable about approaching school.

Teachers make themselves available for informal contact at the end of the school day. Apart from the three scheduled parents' meetings a year, parents are welcome to arrange any additional meetings with teachers should the need arise. The school is always quick to respond to any parental requests for information and any additional contact and is pro-active in arranging parental contact when pupils cause concern with academic or behavioural problems.

41. The 'Friends of Foxdell' support the school in many different ways. Apart from arranging social activities for pupils and their parents, they raise funds for school use. Parents volunteer to help with class based activities and sports coaching at lunch breaks and after school. Parents have attended numeracy and literacy lessons and regularly take part in ICT training sessions. School assemblies, special occasions and other events are well supported by parents and friends.

39. There are satisfactory links with other schools. The school has a specialist Year 6 mentor who liaises with the several secondary schools. This enables a smooth transition for pupils starting their secondary education. Three local colleges provide adult education services in the new Foxdell Community Education Centre situated next door to the existing school buildings. The school also has the use of the excellent resources this centre provides which includes a sports hall, ICT suite and various other facilities. However, the post of centre manager is held at present on a temporary basis and a decision will be made by the school governing body on the future of this post. There are concerns by the school about the use of the centre by the community during school hours, the resulting effect on school life and the security risks to pupils.

40. The school has good links with the local community. Luton Town Football Club provides coaching for pupils and also reading partners. Local businesses support the school by providing work place visits and donating prizes for special events. The school also has involvement with local sports clubs and the Luton Carnival.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good. The leadership of other key staff is satisfactory although the deputy headteacher supports the headteacher well. The governance of the school is satisfactory.

Main strengths and weaknesses

- The school has faced significant barriers to improvement.
- The leadership of the headteacher gives the school a clear vision and direction.
- The rate of improvement is too slow because its management is only satisfactory.
- The leadership provided by key staff is variable.
- The leadership and management of EAL is unsatisfactory.
- The school's commitment to including all of its pupils in its work is very successful but equality of opportunity is unsatisfactory.
- Governors do not challenge the school sufficiently.

Commentary

41. In the last two years, the school has experienced 13 changes in the teaching staff and has had three headteachers. This rate of mobility is an important reason why improvement has been difficult. However, the relatively recently appointed headteacher is now providing the school with good leadership and a clear educational direction. The school's self review recognises that raising standards in English, mathematics and science is its main priority and that developing the quality of teaching and learning and the management role of co-ordinators is central to this improvement. Significant steps to bring these improvements about have been incorporated into the school improvement plan and are being implemented. For example, the quality of teaching and learning has been monitored, assessment data have been analysed, efforts to improve attendance are in hand and a new management structure is planned. For these reasons and the strengths of many pastoral aspects of the school the headteacher's leadership is judged to be good. The intention to move the

school forward is good and, in general, the correct priorities and suitable methods have been identified.

42. The priorities for improvement identified by the school are, in most cases, very close to what the findings of the inspection judge to be the most important things that it should do to improve. Raising standards by improving the quality of teaching and learning and attendance are central to the school's success. However, although the priorities for improvement have been correctly identified, because the quality of management is only satisfactory, the efforts to make improvement actually happen lack sufficient success and rigour. As a result, the pace of improvement is too slow. This is because there is insufficient focus on the objectives. For example, monitoring of teaching and learning does not concentrate on the standards achieved by the pupils which makes it very difficult to judge how well they are doing. In addition, the monitoring gives teachers too little idea of how they can improve their practice. These are the main reasons why the judgements of teaching and learning made by the inspection differ from those of the school. Performance management is securely in place. However, targets identified by this process are confidential and were not, therefore, requested or offered. No comment is possible on these targets. However, there was little indication in observations of teaching and learning that they were effective in improving the pupils' attainment.

43. The thorough analysis which the school now carries out is not used well enough to plan the pupils' work. As a result, the work that the pupils are given does not always challenge them sufficiently. This is particularly so in the case of more able pupils. Largely as a result of these weaknesses and weaknesses in teaching and learning, there is little evidence of improvement in the pupils' achievement in mathematics and science. All of the evidence available, including the provisional data for the school's 2004 end of Year 6 test results, shows long term and continuing low standards and underachievement in these subjects. The school, rightly, points to significant progress made by pupils in Year 6. However, this is not a suitable starting point for judging the pupils' overall achievement. Low mobility makes standards on entry the only valid starting point to judge how pupils achieve as they move through the school. During the process of the inspection, it was very evident that the school placed too much emphasis on progress in Year 6 and too little on progress from Year 3. Furthermore, in spite of the school's efforts to raise standards in the past year achievement in mathematics and science remains unsatisfactory. Weaknesses in the investigative aspects of both subjects have not been addressed. In mathematics, shortcomings identified by the analysis of assessment information are not adequately addressed in class and pupils do not have a clear awareness of their targets in this subject. In science, assessment procedures are unsatisfactory and pupils do not have individual targets. Furthermore, there are weaknesses in provision for the pupils to learn science in a progressive manner.

44. These weaknesses make it difficult to see how improvement in standards in mathematics and science can occur until they are addressed. Furthermore, the significant variations in the quality of teaching and learning which exist between year groups and classes within year groups mean that the pupils' progress is erratic. In the current Year 5, standards in English, mathematics and science are low and achievement is unsatisfactory. Added to the other weaknesses, this clearly means that standards are on course to be below average and achievement unsatisfactory at the end of Year 6 even if the pupils make the good progress made by the current Year 6. This clearly demonstrates that the pace of improvement is too slow. Through an inappropriate selective concentration on the progress made by pupils in Year 6, the school has failed to gain a clear overview of the consistency of progress as pupils move through the school. In view of the pupils' unsatisfactory achievement this is particularly important. This is because the data show that, apart from the current Year 3, although pupils entered the school at broadly average levels all year groups were above average in some respects on entry. This is no longer the case.

45. In general, the school self review is not rigorous enough and, in most cases, rates its performance at least one level above the findings of the inspection. There are also some important anomalies in the judgements. For example, a judgement of good teaching does not sit easily with a judgement of satisfactory achievement. In addition, the school's self review fails to identify the provision of EAL as a priority for improvement. The judgement of the inspection is that this provision

is unsatisfactory although it is fundamental to raising standards and improving the quality of education given to the pupils. The EAL co-ordinator is not a member of the senior management team and the new management structure proposed for September does not provide for this in the future. This indicates both a lack of urgency in revising the management structure and a failure to recognise the importance of EAL provision in this school. In addition, the development of EAL provision is not a priority in school improvement planning even though an LEA report in December 2003 stated "Meeting the language needs of EAL pupils will have a high priority". Additionally, the headteacher recognises that provision in this area has declined significantly. She reported that, in the past, the school had been regarded as providing very strong EAL provision. However, due to staff leaving the school, or being redeployed within it, she regards the current provision as being much weaker and has made an appointment to strengthen it.

46. The deputy headteacher provides the headteacher with very good support. However, the leadership given by key staff in other management areas is very variable. For example, although this is a very important area in this school, overall, the management of provision for pupils with EAL is unsatisfactory. The co-ordinator has an appropriate understanding of some aspects of the role and has collated a useful range of data. However, priorities for the development of the provision are not sufficiently focused on raising the profile of language learning and the specific development of pupils' language skills. There have not been sufficient opportunities for the co-ordinator to monitor teaching and pupils' learning. The school is aware of this and has planned its introduction for the next academic year. The special educational needs co-ordinator leads and manages satisfactorily. She is relatively new to the post and gives much of her own time to the work. There is a governor who is responsible for this aspect and who supports the co-ordinator well. Co-ordination of subjects is broadly satisfactory although it is unsatisfactory in English, mathematics and science where standards have fallen since the school was last inspected and achievement is not good enough. Furthermore, it is reported that a small number of staff do not accept the need for improvement.

47. The school is very successful in ensuring that all pupils are valued and included in its work. Relationships are very good and pupils speak fulsomely of the confidence that they have in their teachers. The staff generally work together well as a team. The respect and value placed on cultural diversity are excellent. However, in spite of this success, equality of opportunity in this school is unsatisfactory. Teachers frequently fail to match the work provided to the needs of the pupils so that they under achieve. In addition, unsatisfactory provision for pupils with EAL means that they do not do as well as they are capable of doing.

48. The governance of the school has ensured that all statutory duties have been met and has the best interests of the children at heart. Financial reports are received regularly and appropriately reviewed. However, financial reserves are approximately 7 per cent of the school's budget rather than the recommended five per cent. The governors make a significant contribution to the direction of the school through input to the school improvement plan and they play a developing part in the school's self evaluation process. They have gained a secure understanding of most of the school's strengths and weaknesses through appropriate strategies. The governors have a clear understanding that standards in mathematics and science are low and that EAL provision is not fully developed across all subjects. However, they have failed to appreciate just how much pupils under achieve in mathematics and science and how fundamental to improvement EAL provision is. For this reason, although they are very supportive to the management of the school, they have not developed their role as critical friends sufficiently to ensure that the school moves forward successfully in those areas where it is weak. The development of governance lacks detail on the school improvement plan.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	839303	Balance from previous year	78341
Total expenditure	781177	Balance carried forward to the next	58126

Expenditure per pupil	3618		
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PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards in English are below average.
- There are too many lessons where the many pupils with EAL find it hard to cope and as a result make limited progress.
- Pupils' enjoyment of, and interest in, books is a strength of their learning.
- The learning tasks set for pupils do not always sufficiently match their needs.
- There is insufficient support for pupils at the more advanced stages of learning EAL.
- Pupils have positive attitudes to the subject and behave well in lessons.
- Assessment is not used well enough to plan pupils' work.
- The development of literacy in subjects other than English is unsatisfactory.

Commentary

49. Results in national tests last year, for pupils at the end of Year 6, were average and provisional results for 2004 indicate a similar outcome. However, these standards were not reflected in the work seen during the inspection where judgements are made on a wider range of work. Overall, the current work seen in Year 6 is below average. This judgement accurately reflects the school's standards in the end of Year 6 national tests averaged across three years which is a more accurate guide. In the school's last inspection, standards were in line with the national average. Although there is significant number of pupils with EAL in the school their attainment on entry is at least average. This indicates that pupils' achievement is unsatisfactory from Year 3 to Year 6. The school has targeted support by providing additional writing and reading sessions. These have not yet had time to influence pupils' standards.

50. Standards in reading are below average by Year 6. The school has made a considerable effort to develop pupils' interest in reading by providing well-planned guided reading sessions. However, the range of books provided is not sufficiently challenging and does not fully extend the pupils' reading skills, particularly in the case of the more able. By Year 6, most pupils read with reasonable accuracy and a satisfactory level of fluency. They show understanding of the main ideas and talk readily about the books they are reading. However, their appreciation and ability to talk with discernment about different authors are limited. Although a few more able pupils in Year 6 are developing their abilities to discover hidden meaning in the text, with supportive questioning, the majority cannot do so.

51. Standards in writing are below average by Year 6. In Year 6, the analysis of work showed that pupils write for different purposes, including play scripts, poems, stories and non-fiction. In the best writing, there is a relevant range of vocabulary and grammatical structures. There are however, some variations in the accuracy with which pupils use punctuation and paragraphing. There are few that show evidence of higher levels of writing. Although pupils are taught to plan their work carefully, generally, they do not have a sufficiently clear understanding of how to organise it in order to produce a well structured final copy. Standards of presentation are variable and not consistent across the year groups.

52. Standards attained in speaking are below average. However, throughout the school, most pupils listen attentively for sustained periods of time and show interest in lessons. They are keen to speak and, in general, achieve satisfactorily because teachers encourage them to take part in whole

class question and answer sessions. However, many pupils lack a suitably wide range of vocabulary and need encouragement to expand on their ideas. The school has identified this as an area for development and has highlighted the need for role-play, hot seating and the use of talking partners to promote pupils' speaking and listening skills in subjects other than English.

53. There are not enough good lessons and teaching and learning overall are unsatisfactory. There are too few lessons where pupils learn as well as they can, because the tasks planned for them are not sufficiently focused on their language development needs. As a result, the overall achievement of pupils is unsatisfactory. Whilst good teaching was seen, it is not consistent and too many lessons are not sufficiently well planned to meet the needs of pupils of all capabilities. In English lessons, where pupils learning EAL and those with SEN are supported effectively, they can make satisfactory progress. However, there are too many other lessons where these pupils do not receive any extra support at all and they do not make enough progress. In the best lessons, teachers' lively presentations quickly engage the interest of the pupils and channel their enthusiasm. In these lessons, questions are used skilfully to reinforce pupils' learning and to check their understanding. Where teaching is unsatisfactory, the work provided is inappropriate and pupils find it too difficult to cope with the language. As a result, pupils cannot take an active part in the discussion and problems arise when they attempt to record their work. Teachers mark pupils' work supportively and encouragingly but their comments for improvement are variable and often do not help them understand what they need to do to improve their work.

54. Although the English co-ordinator has introduced a number of new initiatives to improve the areas of weakness, they are not sufficiently rigorous to have a significant impact on provision. This results in standards being below average overall and pupils not achieving enough and represents unsatisfactory leadership and management of the subject. Assessment in English is satisfactory. Some recent good improvements have been made in assessment procedures but information from assessment is not used sufficiently sharply in the setting of targets to provide a good level of challenge for all pupils or to support teachers' planning effectively. There is an insufficient number of experienced support staff to implement effective strategies to tackle the issues that relate to the provision for pupils with EAL. There has been unsatisfactory improvement since the last inspection.

Language and literacy across the curriculum.

55. The promotion of language and literacy skills in subjects other than English is unsatisfactory. Although speaking and listening skills are promoted adequately, many pupils do not have the choice of vocabulary needed to communicate in more formal discussions. Pupils' work shows that insufficient opportunities are provided to support the development of their writing skills across a range of subjects. Consequently, this restricts learning, particularly for the more able pupils in subjects such as science, where much of the work is copied. There was little evidence of pupils using ICT to support their work in English.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses.

- Standards are not high enough.
- Teachers have established good relationships with pupils.
- As a result of these good relationships, pupils' attitudes and behaviour are consistently good.
- Teaching overall is unsatisfactory, and does not sufficiently address the areas identified by analysis for pupils' improvement.
- Although assessment procedures are now in place, they are not used sufficiently to inform planning and raise standards.
- The pupils' numeracy skills are not used well enough in other subject areas.

56. Standards of attainment are below average in the current Year 6. This shows a little improvement since the results of the 2003 national tests, which were well below average. Indications are that the school's provisional results in 2004 in the Year 6 tests are also well below average. However, the judgement of the inspection represents a decline since the last inspection report when standards were average. This represents unsatisfactory improvement in mathematics since the school was last inspected. Staffing and problems related to the organisation of the subject have been addressed early in this school year. These improvements have not yet had an impact on standards. For example, careful analysis of the test results has been done and this identified the areas that pupils found difficult in the test papers. However, these areas have not been sufficiently well taught so that overall standards improve.

57. Pupils' progress and achievement are unsatisfactory. This includes those who have SEN and also those who have EAL. Pupils find difficulty in grasping some of the concepts of the topics and, in nearly all classes, there is a very wide range of abilities, in spite of the school's decision to group pupils for the subject according to ability.

58. Teaching and learning overall are unsatisfactory. Although the lessons that were observed were nearly all satisfactory, only one was good. Some lacked aspiration and did not enthuse pupils for mathematics. In one good lesson, the pace was brisk and the challenge high. Pupils were excited by the teacher's enthusiasm, and they wanted to succeed. They were fully involved in the activity as soon as the lesson began. This meant that they were interested, and concentrated and behaved well throughout the time. Where lessons were less successful, pupils, although given activities did not catch a sense of enthusiasm or excitement for mathematics, and they did not make much progress. A successful introduction in Year 6 has been the middle group. They are joining in a local initiative that seeks to raise standards in the area. Much of what they are doing is helping towards improvement and is successful. However, this formula, with this teacher, has only been running for a short time and has not had a chance to raise standards overall. In some lessons, those pupils who have the ability to work at higher levels were not challenged enough and all the class did the same work. In nearly all classes, pupils responded well and there were no behavioural problems. This is because they understand the teachers' expectations of good behaviour and respect for each other. Teachers' planning for pupils who have EAL is insufficient, and most lesson plans have only a standard sentence about this provision. Key vocabulary is often listed but seldom used to full effect.

59. Good assessment and analyses procedures are in place but teachers are not yet using them to inform their planning so that the areas where pupils are not doing so well can be addressed sufficiently. Not all pupils are aware of their nationally related targets, and what they have to do to reach the next stage. A random sample of pupils' books showed that teachers are not providing a balanced enough range of topics which will give pupils sufficient experience of all that they will encounter in the tests. For example, the school's analysis of the test results shows that they need much help with word problems. They are not given enough practice in this type of response. This also applies to the handling of data where there is insufficient opportunity for pupils to experience this aspect of mathematics. Although some use is made of the computer rooms for this aspect, pupils do not have enough opportunities to use ICT for mathematics.

60. Leadership and management of mathematics are temporarily under the control of the headteacher who has made a good start. Some unsatisfactory aspects and omissions of leadership and management in the past have been addressed well. These include the scrutiny of the national tests to find where pupils need more help and curriculum evenings for parents. New assessment procedures have been introduced and teaching assistants have received training. All of this has yet to have an impact on standards but these initiatives are relatively new. Overall, many new things have been introduced, and further plans include extra lessons, a lunchtime club and more use of numeracy across the curriculum.

Mathematics across the curriculum.

61. Pupils use their numeracy skills in other subjects of the curriculum. For example, they measure for their work in design and technology. They use some skills of plotting in geography and

in science, they use weights and measures, applying units such as Newtons and the metric scale. However, overall, the use of numeracy in other subjects is unsatisfactory. The school has identified the need to extend these skills in a more planned way. Sometimes, opportunities are missed such as when collecting dinner money or calculating the numbers present at registrations. Teachers do not take this time to extend numeracy skills by turning these daily routines into mathematical games.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils do not reach high enough standards.
- Investigative work is under developed.
- The quality of teaching is not consistent or good enough to maximise progress.
- Pupils and teachers have a very strong bond in many cases.
- Assessment procedures are not good enough.
- Some work is repeated in at the same level in different year groups.

Commentary

62. Standards in science are below average and achievement is unsatisfactory. This is higher than the standards achieved in the end of Year 6 national tests in 2003 when standards were well below average. It is, however, the same standard as the school reached in these tests in 2001 and 2002 and indications are that it is the same as the school's provisional results in 2004. When the school was inspected in 1998, standards in science were judged to be average. Standards have, therefore, fallen since the school was last inspected. This means that improvement in provision for science has been unsatisfactory.

63. In Year 6, pupils show a secure understanding of the location of some of the body's main internal organs. More able pupils are aware of the functions of these organs. Many pupils can identify changes to material as reversible or not and some more able pupils can suggest ways in which mixtures could be separated. Pupils show a sound understanding of the idea of forces and have used Newton meters to support their work in this area. They were unclear about the concept of a balance of forces. As in 1998, too few pupils reach above average levels. This, as it also was in 1998, is particularly the case in scientific enquiry which mainly consists of demonstrations by the teachers and is the weakest element of science in the school.

64. Teaching and learning in science are unsatisfactory. No clear judgement of teaching and learning was made by the school's 1998 inspection although the indications are that it was better than that seen during this inspection as some was judged to be very good. A great strength of the teaching is the relationships and respect which exist between teachers and pupils in most classes. This establishes a good work ethic and pupils are very well behaved, anxious to please, polite and eager to do their best. However, the teaching is not good enough to ensure that pupils do as well as they could. In too many cases, pupils of all abilities and needs do the same work because assessment procedures in the subject are unsatisfactory. This limits the able and can mean that the less able do not complete the work they are set. Pupils with EAL are generally set the same work as the rest of the class. When they are given additional support they do well. When they are not, they flounder. Even able pupils who speak EAL, who speak English to a sound conversational level, can find difficulty with the technical language of this subject when it is not clearly explained.

65. Most of the investigative work undertaken in the school consists, essentially, of demonstrations by teachers which the pupils write up, often in a predetermined way. As a result, although they can talk about processes such as prediction, fair testing and drawing conclusions they cannot apply these processes themselves. For example, they are very limited in their abilities to design their own experiments, isolate variables or give reasons for how their work could be improved.

Demonstrations by the teachers slow down the pace of learning, restrict the pupils' interests and opportunities to act as scientists and do not represent the best use of time and resources.

66. The analysis of pupils' work shows that, in some cases, pupils produce work which is identical and which has clearly simply been copied or alternatively cut out and stuck into a sequence – for example, Year 5 pupils cut and stuck four pictures in order to show the life cycle of a bird. Additionally, too many undemanding worksheets restrict the challenge pupils are given and, in other instances, they are simply required to copy a piece of writing and fill in missing words from a list they have been given. Pupils' literacy skills are under developed in this subject. There was no evidence of the systematically planned application of the pupils' numeracy skills in their work in science. There were some examples of measuring and drawing graphs but these were the exception rather than the rule.

67. The analysis of work also shows that, in most cases, the marking of pupils' work is essentially correction or praise. There are very few remarks which help pupils to make their work better although the marking of work in one class in Year 6 was much better than other classes in this respect. This fact, allied to unsatisfactory assessment procedures and the fact that the pupils have no personal targets for improvement in this subject, means that the pupils have very little idea of how to improve and no idea of what to do to reach the next National Curriculum level.

68. Standards are too low and the management of science is unsatisfactory. Improving attainment in science is a significant priority on the school improvement plan which details suitable steps to achieve this outcome. Some of these steps, for example, monitoring pupils' work, observing teaching and learning and analysing assessment data have been carried out. However, the analysis of work has failed to identify the fact that some work, for example, on forces and habitats, is repeated in different years at essentially the same level. Monitoring of the quality of teaching and learning has not concentrated on standards and achievement and the subject co-ordinator expressed some diffidence about drawing weaknesses in teaching to the attention of her colleagues. Furthermore, there was no indication that monitoring of the subject had identified the fact that ICT is not well used to support the pupils' learning. There are examples of pupils watching CDs about aspects of the subject and finding information. However, these are not regular or systematic although the co-ordinator has provided written advice about the use of ICT in science. There was little evidence that the analysis of assessment data had influenced curricular provision significantly. The school improvement plan also contains a priority for all pupils to have individual targets in science by the end of this term to ensure that they make sufficient progress. This was not in place at the time of the inspection and the co-ordinator seemed unaware of it.

69. The co-ordinator is experienced and knowledgeable and has a clear understanding of the fact that standards are too low and that assessment is unsatisfactory. However, she is a part-time teacher. This makes it difficult for her to improve provision in this subject, does not reflect the difficulties it faces if it is to improve and does not give it sufficient status in the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- There are weaknesses in the provision of some aspects of the subject.
- Pupils have very good attitudes to ICT.
- There are strengths and weaknesses in the teaching of the subject.
- Teaching assistants provide good support for pupils with EAL.
- The school is very well resourced.
- Assessment procedures are not fully developed.
- The use of ICT in other subjects is limited.

Commentary

70. Standards in ICT are average and pupils' achievement is satisfactory. Similar judgements were made by the school's 1998 inspection. This indicates a satisfactory improvement in ICT since that inspection.

71. Pupils in Year 6, for example, use ICT for word processing, to make presentations using power point, completing spread sheets, making graphs and in their work in art. They know how to combine texts and graphics. Weaker areas are use of E mail and the use of sensors to monitor the environment. These weaknesses are, to some extent, linked to problems with the need to improve or install equipment and software. The pupils' keyboard skills are varied. Most know the basic commands such as delete and print and can change font. However, some are much more dexterous than others when operating the keyboard although most only use two fingers for this purpose.

72. Pupils are very confident and interested when using ICT. They are well aware that its range is far greater than personal computers and cited, for example, television and mobile telephones as other aspects of ICT. In conversation, the pupils talk animatedly and with great enthusiasm about what they have used computers for both in school and at home. In lessons, they work together well and have the confidence to make and to learn from mistakes. The pupils were very positive about the ICT extracurricular club which they clearly enjoyed and benefited from.

73. The quality of teaching and learning is satisfactory. No clear judgement was made about teaching in the school's 1998 inspection but the indications are that it was at least satisfactory. Strengths in the teaching include clear instructions, good support by teachers and teaching assistants, a secure level of challenge and high quality relationships. In some lessons, the teachers are supported by a teaching assistant who is both skilled in ICT and EAL. In those lessons where these skills are well deployed by the teacher, pupils who have EAL make very good progress. In one lesson observed, a group of four pupils talked in their mother tongue and in English to the teaching assistant. This enabled them to take a full part in the lessons, made clear the value of their heritage and also helped them to increase their vocabulary. Support for pupils with EAL was not evident in all lessons. As a result, some found the technical vocabulary associated with the subject particularly difficult to understand and made little progress.

74. Weaknesses in teaching largely centre on the pace of lessons and inadequate use of assessment information. In too many lessons, teachers' explanations take too long and pupils spend too much of their time listening rather than benefiting from "hands on" experience. In addition, they also watch demonstrations on a screen and then go to the computers to try to remember these instructions. This slows down their rate of progress. In the best lessons, pupils watch the screen and operate their computers at the same time so that they are clear what they have to do. In most lessons, pupils of all abilities undertake the same task. The result of this is that the able finish their work quickly and do not progress as far as they could and the less able often do not complete the work.

75. The school has two computer suites and is very well resourced for ICT. One suite is shared with the community so the school does not have total access to it but this strengthens its links with the neighbourhood. The long established co-ordinator manages the subject satisfactorily. He has monitored some teaching and learning but did not form a clear judgement on standards. When the school was last inspected, there were no assessment procedures in ICT. Assessment procedures are now satisfactory but the information obtained is not used well enough to plan the pupils' work. Most staff are seen as being confident in their knowledge of ICT although development planning for the subject indicates that more training is needed. Development planning for the subject gives the main actions to be taken to secure improvement but lacks detail. For example, the plan gives no indication that the known weaknesses in the curriculum, such as the use of E mail, will be eliminated by addressing the technical problems surrounding this aspect of the curriculum.

ICT across the curriculum

76. This is unsatisfactory. There are some examples of the use of ICT in most subjects of the curriculum. For example, pupils word process in English, find information in science and history and use data bases in mathematics. The use of ICT in music is developing well. However, overall, this work is not systematically developed and does not form a regular and natural part of the pupils' learning in all subjects throughout the school.

HUMANITIES

77. Insufficient evidence was gathered to make definitive judgements about **history**. However, from displays it was clear that the pupils study a suitably broad curriculum. In Year 3, for example, the pupils had worked on Anglo Saxon history and in Year 4 pupils had focused on the Tudors. Pupils in both Year 3 and Year 4 had produced some attractive work linked to art. Year 5 had celebrated local history by working on hat making in Luton. Informative displays showed the process of making a hat starting from pieces of straw. In Year 6, the topic was Ancient Greece. Pupils showed a good awareness of aspects of life in Ancient Greece such as city states and the Olympic Games. Their work in this topic had made good links with geography and design and technology. In a Year 6 lesson, the pupils showed a secure ability to obtain historical information by making notes when watching a video and using reference books for the same purpose.

78. In the **geography** lesson seen, pupils were learning about school life in the Indian village of Chembakolli. The lesson began with the teacher explaining that a child from the village of Chembakolli had sent them a parcel that included items they used in their school. Each group was given an article to explore and discuss what they thought it was used for. The pupils were really interested and attentive because of the way the teacher conducted the lesson and responded eagerly when asked to give feedback to the class. The pupils themselves were used well as a resource for promoting learning as some were able to share their prior knowledge of items used in the lesson, such as a 'tiffin'. The pupils showed that a lot can be learnt from ordinary everyday objects and began to discuss the main similarities and differences in the two schools, for example, the books, writing implements and the clothes worn. The recording task set however, was the same for pupils of all abilities and there were missed opportunities to develop pupils' knowledge further by providing books and photographs for them to learn more about the locality and lifestyle of the villagers.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses.

- Schemes of work are well linked to the locally agreed syllabus.
- The subject makes a strong contribution to pupils' spiritual, moral, social and cultural development.
- The priority given to teaching pupils respect for other people's feelings and faiths, is very evident.
- Assessment procedures are not used.
- There is insufficient use of ICT.

Commentary

79. Standards of attainment in religious education meet the requirements of the locally agreed syllabus as they did at the time of the last inspection report. Only two lessons were observed but there were opportunities to talk to pupils and to see some of their work. It is clear that pupils' achievement is satisfactory and that this includes those who have special educational needs and also those who have EAL. There has been a satisfactory improvement in provision in RE since the school's last inspection.

80. In the lessons seen, teaching and learning was satisfactory. In one lesson pupils were gaining a sound grasp of what they would expect to see in a church, and in the other, how quarrels can be resolved or avoided. Discussion with pupils shows that they are learning a range of religious beliefs and customs. For example, they talked about the Old Testament, Moses, and the Torah in Judaism. They know some stories from the Bible such as the Good Samaritan and the story of Jonah. Year 5 pupils were seen preparing for a visit to the local church. They are aware of the furniture and fittings that they may see, such as the stained glass windows, the font and the pulpit. They prepared some good questions to ask on the visit. These included asking how many people the church could hold, and what was the organ used for. In a Year 4 lesson, pupils were encouraged to talk about their own views regarding peace and violence. They used family differences over a bar of chocolate as an example of possible quarrelling at home. Later, they went on to share ideas about places and things that gave them a peaceful frame of mind such as their own room, praying in the mosque, or writing a poem. They discussed peace and talked knowledgeably about places of conflict such as Iraq or Palestine, or the bombs in Spain. Spiritual, moral, social and cultural development is promoted well. Pupils were encouraged to try to suggest ways to resolve these problems of argument and violence. Above all, there was clear teaching of respect and tolerance for all people. They were encouraged not to judge a whole race or faith by the actions of a few. They learn well about the leaders of the faiths they study, such as Guru Nanak in Sikhism, and Muhammad (pbuh) in Islam.

81. The schemes of work are well linked to the local syllabus and much work has been done to see that the required topics, and the resources to go with them, are covered. Assessment procedures, while not in place at present are prepared and ready to be used in the next school year. ICT is not used sufficiently, but the co-ordinator is evaluating various pieces of software and the matter is well in hand.

82. Leadership and management are satisfactory. Resources have been upgraded so that there are artefacts for each of the religions studied. The new local syllabus has been studied and the co-ordinator is aware of what to do to comply with the new requirements.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. In **design and technology**, display and discussions show that pupils are gaining experience of a range of materials and techniques. They are developing the expected skills though designing, making and evaluating their work. Year 4 have incorporated scientific knowledge into their work and used electrical circuits when they made a torch. Pivots and pop-up books have been used and made by Year 4, and Year 6 have designed and made powered electric cars using cotton reels and axles. Year 5 are starting work on designing and making musical instruments. Evaluation is clearly a strong point and all pupils use this to decide how they would improve their work if they started the project again. Each design project begins with some research into the object and how it works. Then they design their artefacts and go on to make and evaluate them.

Art and design

Provision in art and design is **unsatisfactory**.

Main strengths and weaknesses.

- Standards in art and design are too low as teaching and learning are unsatisfactory.
- There are not enough opportunities for pupils to experience a wide range of art forms from different cultures.
- Pupils enjoy art lessons and behave well.
- Sketchbooks are not used sufficiently to develop skills.
- The management of the subject is not good enough.

Commentary

84. Pupils' attainment is below average for Year 6 pupils. Examination of work completed previously indicates that achievement is unsatisfactory overall. At the time of the last inspection, pupils' work was judged to match national expectations and progress was said to be satisfactory. Improvement since the last inspection has been unsatisfactory. Pupils have experience of using a suitable range of materials with some satisfactory results, for example, the masks produced by Year 6 pupils based on their work in history on the Ancient Greeks and the stencil work by pupils in Year 5. The samples of work on display from Year 3 to Year 6 show that pupils' painting techniques are below average. The available evidence of three-dimensional work is generally below average. Pupils learn about the work of artists such as Van Gogh, Monet and Paul Klee and are beginning to develop a greater awareness of a variety of styles. However, pupils have insufficient opportunities to learn about the work of artists from cultures other than European, which is particularly important in this school. The scrutiny of displays and sketch books in Year 6 showed little developmental work. Sketchbooks lack a clear rationale for use. There is insufficient use of literacy to evaluate work and little evidence of the use of ICT.

85. The quality of teaching and learning is unsatisfactory. Of the two lessons seen, one was satisfactory and one was unsatisfactory. The main differences were the pace of learning and the opportunity to develop creativity as well as art skills. The satisfactory lesson had a number of effective features. The teacher had planned activities to develop modelling techniques to create a clay pot that built on from pupils' experiences of using plasticine to make a coil pot. Good teaching of techniques by the teacher extended the pupils' knowledge and understanding of working with clay. Although all pupils set about the activity with great enjoyment, when talking with them it was evident that they had not worked with clay since they had been in the school. Where teaching was unsatisfactory, the lesson was very directed, pupils were kept sitting for a long period of time on the carpet and the task itself lacked challenge and played little part in developing pupils' creativity.

86. Art is suitably supported by the scheme of work that ensures the coverage of all aspects of the subject. However, because of the long-term absence of the subject co-ordinator and the lack of monitoring teaching and learning, the progressive development of pupils' skills is not evident in their work. This is unsatisfactory and means that the management of the subject is unsatisfactory.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Pupils' achievement is good because teachers use an effective range of methods to take account of the needs all pupils.
- The music co-ordinator leads and manages the subject well through her secure subject knowledge.
- Music contributes very well to pupils' cultural understanding.
- Music enriches the curriculum and provides pupils with a wide range of experiences.
- Pupils enjoy music lessons and participate enthusiastically.
- In some instances, teachers talk for too long and pupils lose concentration.

Commentary

87. The pupils' enthusiasm for music was obvious during an assembly, where they joined in singing 'Colours of the Day'. Pupils sing tunefully, with awareness of tempo and dynamics. They achieve well because they respond to the high standards expected of them. By Year 6, pupils' attainment overall in music is average. Pupils experience a good range of activities that are designed to develop their musical skills in other areas, such as listening to music and describing the changes in texture. By Year 6, pupils perform from a simple score and maintain their own part with a developing awareness of how the different parts fit together.

88. As at the time of the last inspection, teaching and learning are good. Lessons are well planned and take account of what the pupils have learnt previously. Pupils are keen to participate, work well together and listen to each other. They respond to the teacher's high expectations and challenge. For example, in one lesson, a few pupils were initially lacking the confidence to take part but through the teacher's enthusiasm and encouragement, they were fully involved and really enjoyed themselves by the end. Pupils are introduced to music from a range of cultural traditions, such as Gamelan percussion music and Tanzanian songs. The Year 6 lesson provided an example of the good methods used by a teacher. Pupils listened, to and sang along with, a recorded song but, rather than use the words, they substituted the note names of the tune. Using the percussion instruments, pupils worked in pairs and small groups, reading from a score. After rehearsing, the pupils played together and managed to maintain their own part. Most lessons move at a good pace and capture the interest of all pupils. However, where the pace is slower and pupils are expected to listen for too long, they are not encouraged to improve their performance.

89. The subject is well managed and pupils benefit from a wide range of experiences. The coordinator ensures that all pupils are involved in school productions and are given the opportunity to perform at a number of different venues. As part of these opportunities, pupils from the school have been involved with other schools in a musical performance of 'Adam in the Garden', which culminated in the production of a compact disc. In addition, the curriculum is enriched by a number of workshops and visiting specialists. Pupils have the opportunity to join the choir, become a member of the school band and learn to play the recorder and keyboard. Well-organised musical tuition, which is subsidised by the local education authority, allows individual pupils to learn brass, woodwind, strings and percussion instruments. A particularly impressive contribution is the opportunity that pupils have to learn to play the steel pan drums. Music makes a very good contribution to the spiritual, cultural and social development of the pupils.

Physical education

Provision in physical education (PE) is **satisfactory**.

Main strengths and weaknesses

- Teachers and the PE instructor work well together.
- Pupils' physical and social skills are developed hand in hand.
- There are elements of over direction in some lessons.
- There is joint leadership and management of the subject.
- Assessment procedures are under developed.
- Provision for pupils with EAL is not always adequate.
- The subject is well supported by extra-curricular provision.

Commentary

90. Standards in Year 6 are average and achievement is satisfactory. These are the same judgements that were made by the school's 1998 inspection. For this reason, improvement in PE and the management of the subject are judged to be satisfactory.

91. In the lessons observed in Year 6, pupils threw and caught with suitable levels of skill. They also understood the effects of exercise on their bodies and performed simple evaluations of their own and others' performance. In swimming, most pupils in Year 6 are able to swim at least 25 metres safely and unaided using a recognised stroke, by the time that they leave the school. A strength of the teaching of swimming is the way in which it takes good account of the needs of the different cultures in the school. In Year 4, pupils made sound progress in throwing with a pushing action. In Year 3, pupils performed standing jumps with suitable levels of skill but their landings lacked control. Throughout the school, the space available for lessons is not always well used. Teachers often confined pupils to too small an area which causes them to bunch unnecessarily. In

some instances, pupils are not given enough freedom to develop their skills as they simply copy the teacher's movements.

92. Teaching and learning are satisfactory although some good teaching was seen. This judgement is an improvement on the findings of the school's last inspection as no unsatisfactory teaching was seen in this subject. Much of the teaching of PE is carried out by an instructor who is supported by the class teacher. This arrangement works well. For example, in a good Year 6 games lesson, the focused and detailed warm up was organised by the instructor but both teacher and instructor encouraged and prompted the pupils. In addition, both the teacher and the instructor taught the pupils how to get ready to catch a ball they were to receive and good teaching points were made by both adults as the pupils practised. In this lesson, the pupils' physical skills were developed well and some moved on to being able to catch with one hand. In addition, however, their social skills were also enhanced. For example, they worked well together in a team, applied rules in a game appropriately and were sensibly competitive.

93. Particular strengths in the teaching are the instructor's knowledge and understanding of the subject, the management and control of the pupils, relationships, the structure of lessons and the subject related work provided for pupils who are unable to take part in a lesson. Weaknesses include over direction and the use of too few resources which limit the amount of energy expended by the pupils and restrict their creativity.

94. The organisation and management of the subject are divided between the instructor and the headteacher. The instructor has responsibility for the day-to-day organisation of PE and works with the headteacher on planning its development. This is a successful arrangement. However, development planning for the subject is limited and assessment procedures are under developed. Provision for pupils with EAL is not always adequate. No specific provision for these pupils was observed in any lesson. It is reported that this sometimes causes difficulties for pupils in the early stages of learning to speak the language. This is particularly important because of the need to develop subject specific vocabulary. As in 1998, the subject is well resourced. There is a good sized field and two halls are available. Pupils' physical development is well supported by a good range of extracurricular activities including cricket, football and gymnastics. Pupils also take part in a range of competitive sports against other schools and have enjoyed some success.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHCE)

The provision for pupils' personal, social and health education is **good**.

Main strengths and weaknesses.

- The schemes of work cover a good range of topics and experiences for pupils.
- Visits and visitors enhance this subject well.
- Pupils are learning how to apply the topics covered to their everyday lives.

Commentary.

95. In Year 6, pupils are making satisfactory progress in this area of the curriculum and reaching average standards. They are learning about rules, gaining confidence in their own views and are being given opportunities to express them. The subject was not inspected during the school's last inspection and so no judgement about improvement can be made.

96. The quality of teaching and learning was satisfactory in the lessons seen, with some good features. Year 4 were learning to recognise that people may have different views about things and that they all have likes and dislikes. There were good links to their literacy lessons and pupils were given good opportunities for speaking and listening. Year 5 thought about keeping safe and what to

do in an emergency. They especially thought about fire emergency procedures in the school, and compared a leaflet from another school about this. Year 6 took up the theme of risks in modern life and pupils gave their own examples of times when they had been afraid of a situation. For example, they talked about being separated from parents in a shopping mall and how the situation was dealt with. They extended their ideas with some role play where they acted some of the incidents discussed. Teachers are aware of the need to relate this to pupils' own lives and their planning allows time for pupils to give their own opinions and express their thoughts.

97. The schemes of work cover a wide range of topics. These include 'circle time' where pupils in Year 3 learn to take turns in speaking. They are encouraged to listen to others as well as give their own views. They think about rules and responsibilities and link these to their own behaviour. The environment and its preservation play a part in their studies and they learn about re-cycling.

98. Year 4 discuss peer pressures and holding onto their own views against others' ideas. They discuss bullying and what to do if it occurs. As they get older, pupils in the top classes study the physical changes that they undergo and they are made aware of sex education and drugs awareness appropriately. Visitors coming to the school to talk to pupils enhance their learning well. These include the school nurse and a police liaison team as well a member of parliament and local religious leaders.

99. The subject contributes well to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to learn tolerance and respect for each other and for other people's viewpoints and feelings. Social development is encouraged through discussion about responsibilities and the school systems such as prefects and captains. To help teachers develop the themes a set of textbooks has been bought and these are used well. The management of PSHCE is satisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).