

INSPECTION REPORT

ALBANY JUNIOR SCHOOL

Stapleford, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122546

Headteacher: Mr Keith Williams

Reporting inspector: Mrs Linda Kelsey
8851

Dates of inspection: 25th – 27th January 2000

Inspection number: 190270

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Pasture Road Stapleford Nottingham
Postcode:	NG9 8HR
Telephone number:	0115 9176550
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Wynne
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Linda Kelsey	Registered inspector	Science Information technology Design technology	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
Dr Norma Ball	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Mrs Janet May	Team inspector	English Art Special educational needs	How well does the school care for its pupils?
Mrs Christine Canniff	Team inspector	Mathematics Music Religious education Equal opportunities	How good are the curricular and other opportunities offered to its pupils?
Mr George Simpson	Team inspector	Geography History Physical education	How well is the school led and managed

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

What kind of school is it?

Albany Juniors is an average sized community school situated in Stapleford, Nottingham. There are 251 pupils on roll, with more boys than girls in every class. The school is housed in a new building on the site of the old school. It shares the site with an infant school. There are eight classes, two for each year group in the school. Test results carried out at the end of Key Stage 1 were above average. National tests administered by the school in Year 3 indicate that standards overall are broadly average. Attainment on entry is judged to be broadly average. The number of pupils on the register for special educational needs is above average at twenty-eight percent, although the number of pupils with statements of special needs is below average at less than one percent.

The pupils come from broad social backgrounds, ninety-eight percent are white United Kingdom heritage. There are currently no pupils with English as a second language and this is low. The number of pupils eligible for free school meals is just below the national average most years. Last year it was fifteen percent compared with a national figure of twenty percent.

HOW GOOD THE SCHOOL IS

The school is providing a sound education. By the end of Key Stage 2, the standards of attainment are average in English and mathematics and below average in science. Pupils' attainment in information technology (IT) is below expectation, although it is satisfactory in word processing. In religious education standards are average. By the time they leave school pupils also attain levels expected of them in all other subjects. Teaching is good overall and the leadership and management of the school is now strong. The overall effectiveness of the school, its position within the local environment, and the cost of educating each child, are factors that contribute to the judgement that the school provides satisfactory value for money.

What the school does well

- The headteacher provides strong leadership and clearly focused aims for the school.
- Most teachers are good at teaching across a range of subjects in the curriculum and are very good at managing pupils.
- Pupils are making progress in English, especially in speaking and listening skills.
- The attitudes of the pupils are very good. The majority behave very well and are enthusiastic about coming to school.
- Relationships are very good.
- The majority of parents are positive about the school and in particular about the new headteacher.
- The school's resources are good and its accommodation is very good.

What could be improved

- The standards in science and information technology are not high enough.
- The amount of time given to teaching science and (IT) is too low.
- Some of the teachers have weak skills in teaching IT and music and this affects standards achieved.
- Homework is not set consistently enough to support higher standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since the last inspection standards are higher in national tests in English at the end of the key stage. They have been maintained in mathematics but are not so good in science. The literacy and numeracy strategies are being used positively to improve standards in English and mathematics. Pupils' skills in speaking and listening to each other have improved. The work in ability sets has also contributed to raising standards. Standards in IT are not as good as in other core subjects and are below expectation overall. Pupils do not have enough opportunities to use data handling and monitoring and control programs in mathematics and science. However, word processing skills are used well in many subjects. Teaching has improved overall and is more consistently good. There is less unsatisfactory teaching but some teachers are still not confident about teaching IT and music, although training for IT is planned. The provision for pupils with special educational needs has improved and is now good. The good attitudes and behaviour of the pupils has been maintained and pupils' relationships with each other and adults are very good. They are enthusiastic about coming to school. The new headteacher is already showing strong leadership skills and he has quickly gained the confidence of staff, governors and parents. He has begun to identify areas where the school can improve in the future.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	D	B	B	well above average A above average B average C below average D well below average E
mathematics	C	D	C	D	
science	C	D	D	D	

Standards in English are above average both nationally and when compared to similar schools. This has been a good improvement since 1998 and the targets set for pupils this year are also above average and achievable. Pupils speaking skills have improved and are now good. They listen well and contribute to discussions in class. Standards in reading and writing are in line with expectation. Standards in mathematics are in line with national average but are below those of similar schools. The tests results have fluctuated over time but the trend is one of keeping pace with national figures. Pupils are making progress towards their targets. Science standards are below average both nationally and when compared to similar schools. Good standards in science are unlikely to be reached unless more time is given to practical work and the consolidation and learning of information. Standards whilst average in English overall are not matched by similar high standards in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good
Behaviour, in and out of classrooms	Good
Personal development and relationships	Good
Attendance	Good

Positive attitudes, enthusiasm for school and good behaviour make a good contribution to standards attained and the quality of the learning. Staff sets good role models for the pupils. The personal relationships and the care and welfare of pupils to each other are features of the school. Independence and responsibility for learning are encouraged and pupils are keen to attend school, arriving punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

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

The quality of teaching was good in over one third of lessons and very good in nearly a quarter of lessons. It was satisfactory or better in over nine out of ten lessons observed during the inspection. Teaching was at least satisfactory in all subjects and good in English, mathematics, science, design and technology, art, history, and physical education (PE). It is satisfactory in IT, music, geography and religious education (RE). Teaching was unsatisfactory in the lower end of the key stage and in one lesson at the top end of the key stage.

The good subject knowledge and skilled questioning challenges the pupils' thinking and their learning is consolidated in well run plenary sessions in literacy and numeracy. Teachers have very good strategies for classroom management and pupils respond with good behaviour and attitudes to school. There was a lively pace set in a mathematics lesson which supported good learning. The dynamic teaching seen in history and PE involved a good range of activities which used questions and answer sessions well and developed the pupils' learning in these subjects. Lessons are well planned in most classes and in some years teachers plan across the two classes in the year group. Planning was good in English and mathematics, where the literacy and numeracy strategy are being closely followed. Lesson plans used during the week were inconsistent in quality but most were good, with clear targets sets for pupils. Teachers mark work well and plan the next tasks for their pupils. Pupils often work independently and use IT during literacy sessions. However it is not well used to record data in mathematics, science or geography. Teachers plan effectively for pupils with special educational needs and their individual plans are effective and reviewed regularly by the co-ordinator. Pupils are set homework but this is not in regular amounts or consistent over time,

Weaknesses in teaching occurs where subject knowledge, by class teachers, is insecure such as in music and data handling and monitoring and control work in IT. The lack of practical work in the science lesson prevented pupils from consolidating their understanding or remembering facts. Time and resources were not always very well used, such as space outside classrooms. Not enough curriculum time is allocated to science and IT through the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broadly based and relevant to all pupils.
Provision for pupils with special educational needs	Effective individual planning, close monitoring and regular liaison meetings with appropriate staff ensures good provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory. The school provides good academic and personal support to all pupils.
How well the school cares for its pupils	All pupils are valued and cared for.

The school has successful and effective links with the parents. All areas of the curriculum are taught but the use of IT in numeracy is under-developed. Time allocated to science and IT is low, affecting standards in these subjects. The monitoring of academic performance and the health and welfare of pupils are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher provides strong leadership and a clear and accurate view of the school's strengths and weaknesses. The governors and senior management team, as well as the teaching staff, share his vision and have confidence in his leadership.
How well the governors fulfil their responsibilities	Governors fulfil their role well through structured committees including one for strategic development of the school.
The school's evaluation of its performance	Staff evaluate test data and pupils' performance. Senior management team and governors have begun to evaluate the effect of spending decisions on raising standards
The strategic use of resources	Accommodation is very good but as yet the shared areas outside the classrooms are not fully used. Learning resources are accessible and used well.

The school has a suitable number of qualified and experienced teaching and support staff. The co-ordination of special educational needs and subjects is good. Teachers are knowledgeable about most subject but some require additional training in music and IT to help them teach these areas of the curriculum more effectively. Budget management is effective, teaching and support staff are well deployed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• behaviour is good• they can approach the school with questions and problems.• the school helps their children to mature.• their children like school.• teaching is good.• the school expects children to do their best• their children make good progress.• they are informed about how well their children are doing.• the school is well managed• the school works closely with parents	<ul style="list-style-type: none">• the range of extra curricular activities.• the amount and consistency of homework.

Parents are very supportive of the school and were positive about most aspects. They were pleased that their children liked coming to school and that behaviour is good. Children are encouraged to do their best, teaching is good and pupils make progress. Inspectors support this view. Parents would like to see more homework set for older children, more consistency in homework setting between classes and to know what is expected of their children. They also feel that a wider range of activities could be offered outside the curriculum areas. Inspectors agree that homework is inconsistent and does not prepare pupils well for senior school. However the school offers an adequate number of extra curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school varies from year to year. For the present Year 3 standards in the Key Stage 1 tests were above average overall although when tested by the school using other national tests standards were average overall. Standards of the 1999 Key Stage 2 tests in English were high compared to national levels and the trend is one of improvement. These results are above those gained by pupils from similar backgrounds. There is a wide variation of ability within the present Year 6 pupils and for this academic year they have been divided into three ability sets. From lesson observations and scrutiny of pupils' work during the inspection, standards overall are average with some pupils achieving higher levels. Tests results are unlikely to be as good as last year. Girls and boys have performed slightly differently over the last three years, with girls performing below national averages across the three core subjects and boys performing well below average. This trend is likely to continue as more girls are in the higher sets for both mathematics and English.
2. Standards of speaking and listening seen during the inspection are above average. The shared text and focused word work of the literacy programme has a positive impact on the standards in most classes. In Year 6, pupils confidently discuss their chosen text. Since the last inspection, standards in speaking throughout the school have improved. Standards in reading are average overall but a number of pupils read at better than average levels in each group. Whole class work during the literacy hour helps pupils to extend their depth of vocabulary. The school allocates a considerable amount of time to daily reading outside the literacy hour. The provision of a good school library enhances their progress; there was evidence of the library being well used during the inspection week. Standards of writing overall are average. However some higher attaining pupils use sophisticated sentence structure in their work and this is a good indication of rising standards. Pupils correctly used paragraphs to good effect and adopted a wide vocabulary. Throughout the school, presentation of work and handwriting is good.
3. The results from the 1999 national tests in mathematics show that, compared with schools nationally, attainment at the end of Key Stage 2 was in line with the national average. Pupils' results were below average when compared with similar schools. This is due to the below average percentage of pupils gaining the higher level 5. However, the overall results showed an improvement over 1998 and whilst results have fluctuated from year to year the trend is broadly in line with the national pattern and standards are rising. Inspection findings show that the majority of pupils are working at the expected level for their age and standards are broadly in line with the national average. The current Year 6 contains pupils with a very wide range of ability and a significant minority of individual pupils still have difficulty with applying the four operations of number. These findings are similar to those reported in the previous inspection. Overall pupils are making steady progress towards the challenging targets which the school has agreed with the local educational authority. The girls' performance in the national tests was better than that of the boys. This trend is set to continue as the vast majority of girls are working in the upper class of the mathematics sets.
4. In the 1999 science tests standards are below average nationally and when compared to similar schools. Pupils are not achieving the higher levels of attainment and this is affecting standards overall. There is no significant difference in the attainment of boys and girls although attainment over time against national averages, for both, has fallen. This trend is likely to

continue this year unless more time is given to teaching the subjects so that pupils can consolidate information. The percentage of pupils achieving average levels of work (level 4) is close to national figures by the end of Key Stage 2 but the number achieving the higher levels (level 5) was well below national average. Teachers' assessment indicate that they expected pupils to do better than this. Only one lesson was time-tabled during the inspection but from evidence of pupils' work and interviews standards are below national levels. The written work in books is satisfactory and pupils have opportunities to record experiments and information learnt in lessons. They are able to write up investigations that they have carried out. Most of this work is individual to pupils' needs. However some of this work is copied text as all pupils have similar work in books. In discussions with pupils it is evident that they have difficulty in retaining knowledge and this affects standards achieved in tests. IT is not well used to support learning although some experiments had been word processed.

5. Standards in IT are below expectation overall by the end of Key Stage 2. On display and in the subject portfolio there were examples of pupils using word processors, graphic programs and data handling software, but there is little evidence of work using control and monitoring programs. From the evidence available standards in communicating information are in line with expectation. Pupils use word processors frequently during literacy lessons and to write up experiments in science. Pupils are able to manipulate the mouse and have skills in using the keyboard for typing text, editing, deleting and using the space and shift keys. Pupils who have and use computers at home have well developed skills. However those who do not have opportunities at home have more limited skills. Skills in entering data from mathematical surveys or scientific experiments are also not well developed for any pupils. Monitoring and control work is not used to support investigations into mathematical properties of shapes or to monitor, through sensors, data in geography and science.
6. Based on discussions with pupils, observation of teachers' documentation and work on display, pupils of all abilities make satisfactory progress in art. By the time they leave the school, the quality of their knowledge and understanding is at a level expected for pupils of this age. One Year 5 lesson in design and technology was observed during the inspection week. In this class pupils could cut and fix materials, design ways to improve their models and work independently. They were able to use tools such as saws and glue guns and a range of materials such as plastics and wood.
7. In geography it was only possible to see two lessons during the time of the inspection. Discussions with both teachers and pupils, as well as a scrutiny of completed work indicates that standards at the end of Key Stage 2 are broadly in line with national expectations. History was taught only in Years 3 and 4 during the inspection. A scrutiny of work and displays, combined with discussions with Year 6 pupils and teachers indicate that standards have been maintained since the previous inspection.
8. On the limited evidence from the two lessons seen and the scrutiny of work provided pupils are developing composing skills in Year 4 and have opportunities to listen to music from various traditional backgrounds in Year 6. By the end of Key Stage 2 standards in PE, are generally good in relation to national expectations. This is an improvement on findings of the previous inspection. Standards in gymnastics are good throughout the school. Pupils show imagination when exploring apparatus or developing sequences of movements incorporating different elements of speed and height. They show good control when mounting and dismounting apparatus and display good techniques in flight. Swimming was not seen, but an examination of the data held in school indicates that standards are good. The dance lesson observed in Year 6 shows that standards are satisfactory. Progress in lessons is generally good and is at least satisfactory over time, with good progress in some elements.

9. Pupils with special educational needs are making good progress. Class teachers identify pupils and set clear targets for improvement based on assessments in Year 3, plus Key Stage test data from Year 2. The optional standardised tests in other years are also used to target support for individual pupils.

Pupils' attitudes, values and personal development

10. All pupils have a very good attitude to school and also show very good enthusiasm in lessons. Of the lessons seen during the inspection over nine in ten were characterised by satisfactory or better attitudes and behaviour and over one third were characterised by a good or better response from pupils. Most pupils are very attentive, stay on task well and appear to enjoy their work and this is something which parents particularly appreciate. The very good attitudes of pupils noted in the previous inspection report have been continued in the school. Overall lessons are well paced, interesting and engage pupils' attention well. Such positive attitudes among pupils makes a good contribution to standards attained and the quality of learning. There are a small number of pupils with rather limited spans of attention but these pupils are well managed by staff and quickly led back onto their tasks. Pupils also show very good interest and involvement in school life and participate in class as well as in a range of activities. Although the range of extra curricular interests are not extensive they are nevertheless well supported by pupils. Pupils work well together in lessons, join in class discussions well and share their ideas such as in a Year 4 creative writing class where pupils shared ideas about good beginnings for stories. Pupils show good commitment to their school in the duties they undertake such as helping in assembly, looking after the library and also in the help that Year 6 pupils give to helping readers in Year 3.
11. The pupils' behaviour overall is good. The positive features noted in the previous inspection report have continued. In most lessons and around the school the vast majority of pupils are sensible, polite and aware of the needs of other people. At play they are lively and energetic but show good-natured tolerance of each other. A small minority of pupils can be challenging but they are well directed by staff who show a sensitive approach to their needs. Pupils are very clear about what is expected of them and rise to meet these standards well. There is a clear understanding of the rewards for good behaviour and also the consequences of poor behaviour. There have been no recent exclusions. Pupils are careful with property, both their own and the schools. Good behaviour contributes to pupils' personal development within the school.
12. The personal development of pupils and relationships are good. Very good relationships especially between staff and pupils are a feature of the school. Staff provide good role models showing care and courtesy in their relationships with pupils. Pupils show kindness and concern for each other and listen politely to the contributions that others make to discussions in class. Bullying, racism and sexism are not features of the school and the absence of such oppressive behaviour is good. When incidents of unacceptable behaviour do occur, sometimes in the form of over excited and rough play or name calling, they are dealt with promptly by staff. Pupils have a good understanding of how their behaviour affects others and this is successfully reinforced in the school in lessons, in the assembly programme and through the behaviour policy. The school gently emphasises the importance for pupils to develop independence and take responsibility for their actions. Within this ethos pupils are encouraged to take ownership for their work as well as for their actions.

13. Pupils' awareness of others and respect is good. The school works well to foster respect for the feelings, values and beliefs of others. In geography, art, music, history and religious education this area of personal development is well planned and consistently emphasised. For example, in the work being undertaken in Year 5 classes pupils are learning about life in a village in India. They study the religious beliefs of people and how this shapes their lives and also learn about the art and music of that country. Pupils also show good recognition of the needs of others beyond the school community and actively support charities and fund raising initiatives such as the Blue Peter Appeal. Pupils generally are relaxed and mix well both in lessons in paired and group work and also when at leisure.
14. Attendance is good and above the national average for similar schools at over ninety-five per cent. Unauthorised absence is in line with the national average. Registers are taken efficiently and there are good procedures for reporting and following up on absences. Punctuality to school is also good. The school is visited by the Education Welfare Officer once each term.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching was good in over one third of lessons and very good in nearly a quarter of lessons. It was at least satisfactory in over nine out of ten lessons observed during the inspection. Teaching was good in three quarters of lessons in Years 4 and 5 and two thirds in Year 6. However a third of lessons seen in Year 3 were unsatisfactory or poor. Teaching was at least satisfactory in all subjects and good in English, mathematics, science, design and technology, art, history, and PE. It is satisfactory in IT, music, geography and RE.
16. The good subject knowledge and skilled questioning skills used by teachers challenges the pupils' thinking and learning and this is consolidated in well run plenary sessions. However subject knowledge in music by class teachers is less secure and teachers still lack confidence in teaching data handling and monitoring and control work in IT. The lack of use of practical work in the science lesson seen prevented pupils from consolidating their understanding of photosynthesis through the conducting of a simple experiment. Time and resources were not always very well used. Examples of this was the too small school plan used in one geography lesson and the long time taken to explain a game in Year 6.
17. Teachers have very good strategies for classroom management and pupils respond with good behaviour and attitudes to school. There was a lively pace set in a Year 6 mathematics lesson observed and the setting of pupils by ability in numeracy and literacy in Year 6 contributes to the pace and challenge of the lessons. Group work in sets further improves the learning because pupils are given challenging tasks based on their own ability and prior attainment. Teachers mark work well and use this knowledge to plan the next tasks for their pupils. Pupils often work independently and use IT well in group work during literacy sessions. However it is not well used to record data in mathematics, science or geography. Pupils are set homework but this is not in regular amounts or consistent over time, although IT is used well at home if pupils have computers to use. Parents felt that pupils could receive more homework at the top end of the school to prepare them better for senior school.
18. The dynamic teaching seen in Year 4 in mathematics, history and PE involved a good range of activities which used questions and answer sessions well and developed the learning in these subjects. Teachers have good relationships with pupils and this was apparent in Year 6 where well focused objectives were set for one mathematics lesson. In Year 3 the use of good vocabulary in art extended the pupils' learning.

19. Lessons are well planned in most classes and in some years teachers plan across the two classes in the year group. Planning was good in English and mathematics where the literacy and numeracy strategy are being closely followed. This ensures equal opportunities for learning in these year groups and provides consistency of approach. However in Year 3, teaching is variable and at times unsatisfactory or poor. Planning is inconsistent across the year group and in one class does not follow the recommended literacy format as well as in the other class. For example times for sessions are not stated on the planning. In this class almost all the teaching was unsatisfactory or poor. Lesson plans lack detail and questions asked of pupils do not develop independent thinking. For example the teacher misses opportunities to build on pupils' responses and tells them what they should answer. Incorrect answers are not challenged and resources such as the white board are not used well. The differences between the classes for this year group means that pupils in Year 3 are not receiving an equally good education

20. Teachers plan effectively for pupils with special educational needs and their individual plans are effective and reviewed regularly by the co-ordinator. Good systems are in place such as the use of outside agencies like the 'Outreach' teacher and the Educational Psychologist who are involved for pupils on Stage 3 and above. Fortnightly meetings of classroom assistants, the co-ordinator and the 'outreach' teacher ensure all parties are kept fully informed. Classroom assistants, who have a daily liaison meeting with the class teacher, keep notebooks about the progress of each pupil.

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

21. The curriculum is broadly based, and relevant to the needs of pupils in Key Stage 2. It reflects the aims of the school and the requirements of the National Curriculum are met. The curriculum provides for the teaching of religious education in accordance with the locally agreed syllabus. However, use of information technology and numeracy across the curriculum are not fully developed. The provision for personal, social and health education is satisfactory and includes a drugs education programme. There is an appropriate policy for sex education which, along with other aspects of health education, is taught as part of the science curriculum. Since the last inspection the school has taken steps to implement the recommended improvements. National schemes of work for science and design technology have been adopted in Years 3 and 4. There is now a greater emphasis on investigative work in science and mathematics and an increased range of activities in design technology. Also a revised art curriculum plan is proving effective and pupils are making better progress in their understanding and knowledge.
22. The total teaching time is in line with the recommended minimum. However, there is an element of imbalance. An appropriate amount of time is allocated to all subjects except for science and information technology. This affects pupils' progress in these subjects as there is insufficient time for pupils to develop and consolidate subject specific skills. An additional period is spent on the development of pupils' writing skills and a considerable amount of time is allocated to daily reading over and above the requirements of the literacy hour. The structure of the school day does not make for the most effective use of curriculum time as morning sessions are longer than the literacy and numeracy lessons. During these 'spare' ten or fifteen minutes pupils were observed reading or being informed about the afternoon's activities and this is not a good use of curriculum time when other subject areas are short of time.
23. The whole school planning system is good and provides consistency in teachers' planning. Although there is some variation in quality, most short-term plans used during the inspection, identified clear learning objectives and provided detail of the organisation of teaching and learning. All subjects have a policy statement but the vast majority of these are in need of review and update. A timetable to address this is outlined in the school development plan. The literacy and numeracy strategies have been fully implemented. The English curriculum is good. There are many planned opportunities to develop pupils' literacy skills across the curriculum. Good use is made of information technology. The set classes, a strategy for raising the standards of attainment, focus on helping pupils to achieve school targets.
24. The curriculum is enriched by visits out and visitors to support work across the curriculum, particularly history and science. The visiting artist made a great impact and helped pupils to produce a very interesting range of masks. The range of extra-curricular activities and clubs, although limited to mainly sports, is adequate overall. The residential trip for Year 6 provides a valuable opportunity for pupils to develop further their social skills. However, the school's involvement with the wider community is not extensively developed.
25. The school makes satisfactory provision for pupils' spiritual development. Assemblies take place daily and are mainly Christian in character. These are well planned and include bible stories or stories with a clear moral or social message, hymn singing, and prayers. Acts of collective worship fully meet statutory requirements. Through the study of the major world religions pupils are introduced to values and beliefs other than their own. Opportunities to promote spiritual awareness arise in other subjects such as music, art, dance and literature but these are not fully exploited.

26. The school makes good provision for pupils' moral development and gives strong emphasis to moral values and a code of conduct. All pupils are clearly taught the difference between right and wrong and the school has high expectations of their behaviour. They are encouraged to make responsible choices and to take responsibility for themselves, each other and the school. Religious education and assembly present opportunities to consider moral issues. An example of this was the story of 'The Monkey and the Crocodile' which encouraged pupils to consider the consequences of their actions and the effect it has on others.
27. Provision for pupils' social development is good. Teachers provide good role models and successfully encourage pupils to relate positively to each other. Pupils happily work and play together. There are frequent opportunities for pupils to work collaboratively with a partner or in a group and to share equipment and resources. For example, playing 'pairs' to match apostrophes in literacy, and in numeracy discussing in groups the operations needed to solve problems. The pairing of Year 6 pupils with Year 3 for reading provides friendship and support for the younger ones, and at the same time, provides older pupils with a better understanding of the nature of responsibility. Opportunities are provided for pupils to take responsibility for jobs their classroom and around the school; for example, as library monitors. However, there are few planned opportunities for older pupils to play a more significant role in the school community. Visits out of school, particularly the Year 6 residential visit to Hathersage, enable pupils to exercise responsibility and to develop socially. Opportunities for personal development in extra-curricular activities is satisfactory although limited in range.
28. The school's provision for pupils' cultural development is satisfactory. The religious education curriculum as well as looking at works of art from Indian and Egyptian cultures deepens pupils' cultural awareness, as does the opportunity in literacy to read texts reflecting other cultures. Visits to places of interest and history workshops are used appropriately to enhance pupils' understanding of national history. In response to the previous inspection report more prominence is given to displaying work depicting other cultures; for instance the Year 6 work on Buddhism. However, there is still more that could be done to prepare pupils for life in a multi-cultural society.
29. The school's commitment to equal opportunities is, for the most part, supported by planned opportunities to meet the needs of pupils. Pupils have equal access to the curriculum in most respects. Pupils are taught in mixed ability groups for most subjects with the exception of English in Year 6 and mathematics in Years 4, 5 and 6. Setting by ability takes place in these lessons. There is a wide range of ability within both the mixed ability and the set classes. Teachers take steps to ensure that the differing needs of pupils are met. However, the short-term planning does not always make sufficient provision for pupils of differing abilities.
30. The provision for pupils with special educational needs is well managed and organised. They have access to the full curriculum and through teaching arrangements. They receive specific guidance from support teachers and assistants through a combination of in class support and withdrawal. Every effort is made to ensure that pupils have full access to the curriculum although withdrawn during lessons. The curricular opportunities and statutory requirements are met for pupils with special educational needs. Individual education programmes are effective in ensuring that needs are met and enable the pupils to have full access to the curriculum. The provision for pupils with educational statements are regularly checked by the co-ordinator, the 'Outreach' teacher and educational psychologist. During the inspection two pupils were observed missing assembly time because of their on-going work with support assistants. This means they miss being fully involved in assembly time for collective worship.

31. The school is improving links with the infant school and opportunities for paired support pupils' personal and social development. Links with the local comprehensive to which many pupils transfer at the end of Year 6 are well established. Pupils have opportunities to meet their teachers and to visit the comprehensive.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school provides a secure and caring environment in which all pupils are valued. This positive feature of the school has been maintained since the previous inspection. The steps taken to ensure pupils' welfare, health and safety, including the school's arrangement for child protection are satisfactory. The headteacher is the designated person for child protection. The school follows county guidelines for child protection. Teachers know their pupils well and they are quick to observe any personal difficulties and to take appropriate and remedial action. The school has a clear policy for health and safety and this is reviewed regularly. Two members of staff are fully trained in first aid and the school has sensible procedures for dealing with pupils who are unwell and requiring regular medication. There are regular inspections of the school site and equipment used in the school.
33. Procedures for monitoring and improving attendance are satisfactory overall. The school has a good attendance profile and has in place sufficient monitoring of procedures to meet their needs. The school reviews pupils' attendance weekly. The majority of pupils are well behaved. Where behaviour is poor it is well recorded and appropriate monitoring procedures are used to meet the needs of individual pupils. Rewards and sanctions are clear, consistently applied and well respected by pupils. The strategies developed by the school are effective.
34. Monitoring of educational performance and personal development is good. Staff use a range of strategies, including formal assessments and individual education plans for some pupils, to identify and meet individual needs. The school has devised a new format for these plans, which is easier for teachers to use and which targets pupils' individual needs. Teachers and special needs assistants use these plans well as an aid to structuring teaching. The school identifies and meets the individual needs of pupils with special educational needs. There is good liaison with outside agencies. There are effective assessment procedures for placing pupils on the register and for monitoring their progress. Reviews of statements are up to date and the use of outside agencies clearly documented.
35. There is a good new assessment policy with clear guidelines in place. Effective use is made of the baseline assessment taken by Year 3 pupils and the national tests for seven-year-olds. This helps to ensure that children are making progress in relation to prior attainment levels. Pupils in Year 3, 4 and 5 take the optional standardised tests. The results from these tests have been used this year to place the children in appropriate sets for mathematics in Years 4, 5, and 6. Setting for English and mathematics takes place in Year 6. The school plans to introduce the approved local county assessment tests in the next academic year. This will allow comparative assessment on a wider basis.
36. Good use is also made of regular assessment to improve curriculum provision and since September, assessment information is being used well to set targets for individual pupils. These are shared with pupils and parents. This process is an improvement made since the last inspection. Each class teacher organises an individual reward system, which provides recognition and encouragement of achievement. This is clearly displayed in the classroom.

37. The school provides good academic and personal support for its pupils in order to raise the levels of their individual achievement. Classroom support assistants work closely with the teaching staff to monitor the academic and personal progress being made by the pupils identified as having special educational needs. These pupils receive a good and appropriate level of support and guidance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents have a generally positive perception of the school as a caring environment in which their children are encouraged to do their best and work hard. Parents especially value the good teaching in most classes and the fact that their children like coming to school. Parents feel comfortable about approaching the school with questions and problems. Some parents were unhappy about the quantity of homework and the inspection identified some inconsistencies in the quantity and quality of homework. The school is reviewing homework provision. Some parents were not happy about the range of activities outside lessons. Overall the inspection found the range of visits and extra curricular activities was limited but valuable, and well supported by a number of interesting contributions from visitors to the school. Some parents would welcome closer involvement with the school. The school recognises that regular parental contributions are limited and are eager to encourage more parents to be part of its daily life.
39. The school has developed satisfactory and effective links with parents and is working with increasing success to improve and extend these. However, the partnership with parents is not as positive as those identified in the previous inspection. Since the last inspection there has been a period of two years when the headteacher was absent from school because of ill health. Now new initiatives are evolving and areas of positive development for the future are being identified; one such area is improving the partnership with parents. Each term parents have the opportunity to meet staff and at the spring and summer meetings they can discuss in detail their child's progress. The annual reports of pupil's are clear and well structured but there are significant inconsistencies between classes in both the detail of the content and the style of presentation of the reports. Information technology is not reported on separately. There is satisfactory information about the progress made by pupils in class but this is not always linked to clear guidance about how progress can be further improved.
40. The range and quality of information provided for parents is satisfactory and has recently been improved by the introduction of information about what is to be taught in each class through the term. This initiative has been welcomed by parents and is helping to strengthen the partnership with parents. The parents of pupils with special educational needs are fully involved in the identification of their children's needs and are involved with the reviews of progress.
41. The event organised to explain the new numeracy strategy in school has been helpful to parents. This has given parents a valuable insight into a new curriculum development. The increased information for parents about what is being taught in the classroom enables them to provide more effective support for their child at home. The home/school link book is well designed and gives parents a medium to communicate with school as well as to provide information about homework. As yet the use of the book is variable and does not yet form an effective link with parents in all classes. School publications are clear, well presented and very informative. However, the annual report of governors to parents does not contain the full range of information required and thus does not meet statutory requirements. Omitted from the report is sufficient information relating to the school's policy and provision for pupils with disabilities, information relating to any resolutions taken at the previous meeting or information about progress with the action plan following the previous inspection report. In addition there is only

brief information about the governors' policy for pupils with special education needs and the school's test results at Key Stage 2. Information for new parents is satisfactory and the induction of new parents and pupils into the school is sensibly organised. All parents have a good command of English but the school shows care and sensitivity in communicating with a few parents who are unable to read or write.

42. The impact of parents' involvement with the work of the school is satisfactory. The school seeks to encourage good parental involvement but accepts that this is still an area to be developed. Large numbers of parents do not assist in school as noted in the previous inspection. A few parents make a regular contribution to school by helping with practical work in classes or by accompanying pupils on swimming trips and one parent helps with an after school club but such help is not extensive. Particularly valuable is the positive way in which parents of pupils with special needs are involved. The work of the parent support group (A Team) is valued in the school and the funds raised by them are welcomed. The home school agreement has had a positive impact on the school and the consultation process involved has been a valuable experience. The school is about to revise the behaviour policy and see this as a further area for parent consultation and involvement. Parents have not yet been involved in any structured consultation process by the school beyond the home/school agreement but the school plans to involve parents in future in policy reviews such as the proposed behaviour policy revision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The school has undergone a period of transition since the departure of the previous headteacher and the recent appointment of her replacement. The new headteacher provides strong leadership and has a clear and accurate view of the school's strengths and weaknesses, which he shares with the senior management team. Together they are firmly committed to ensuring that pupils attain well, in line with the school's aims, which also place emphasis on pupils' personal development. The situation is unchanged since the previous inspection, but the headteacher has specific plans to improve the present good management structure such as delegating budgeting and monitoring procedures to all staff with management responsibilities. Recent improvements in planning procedures have also been effective in promoting a team approach. The consequent improvement in teaching and learning is exemplified by the equal opportunities enjoyed by both classes in each year group.
44. The headteacher enjoys the confidence of the governing body, who also share his vision for the future direction of the school. Governors are supportive and, through the establishment of appropriate committees, including a strategic development committee, they have established procedures intended to raise standards. Hence, they were fully involved in the decision to establish ability sets in Year 6, which is already meeting with success. Whilst governors visit the school, they do not do so on a systematic basis, which limits their personal knowledge of what the school is about. The governing body keeps proper oversight for the provision made for pupils with special educational needs. Most of the statutory responsibilities are met, with the exception of aspects of the governors' annual report to parents. The school development plan is detailed, thorough and sets targets for improvement. It is constructed after appropriate consultation, which in future will also include parents. It has improved since the previous inspection.
45. The headteacher has been sensitive to the needs of the school by establishing a programme of informal monitoring in order to acquaint himself with the strengths and weaknesses in teaching and learning. This has been appreciated by the staff and has been helpful in establishing priorities for development. Future procedures will be more formal and rigorous and will be

more closely related to the school development plan and the staff development programme. Subject co-ordinators monitor progress in a variety of ways, e.g., scrutinising plans, pupils' work and displays. When the subject is a focus within the development plan, time is given for classroom observation and subsequent feedback to teachers. Hence, the teacher with responsibility for literacy has been successfully involved in classroom practice, which has had a positive impact on teaching and learning. Numeracy is next in line for this attention. This is already an improvement on the findings of the previous inspection. Information from the detailed analysis of test results is effectively used to identify areas for improvement, for example, the results in science. The school has done well to maintain its programme of staff appraisal in the face of many staff changes. Governors have not yet begun headteacher appraisal, although performance targets have been set and will be monitored.

46. The headteacher, staff and governors are determined to improve standards through the setting of appropriate and challenging targets for pupils, and groups of pupils, to aim for. A good start has been made through the planning procedures and attempts to match the taught curriculum to the different levels of ability. The staff works increasingly well as a team. The co-ordinator for special educational needs is effective, well organised and keeps excellent records. She meets regularly with class teachers and support assistants every fortnight. The impact of this is seen in the improving standards in most classes and ability sets.
47. Financial planning is good. The budget is very effectively managed by the deputy headteacher, who keeps the governing body well informed. Financial decisions are made by the governors, guided by the headteacher, after due consultation with staff, and in line with identified priorities. The school development plan is detailed, sets clear targets and priorities, is costed precisely and is well linked to the school's financial and other resources. It is used effectively as a guidance to spending and this enables targets to be met and staffing and resource provision maintained at a good level. Monies allocated for specific purposes, such as for school improvements, or special educational needs, are use appropriately. Although procedures have improved since the previous report, measurement of the impact of spending decisions is still at an informal level, except when data is readily available, as in the case of national test results. There are plans to introduce a more rigorous mechanism.
48. Financial control and day to day administration are carried out to a high standard. The governing body gives good support to the headteacher and deputy headteacher who have a good understanding of budgetary matters. Governors demonstrate a high level of confidence in the spending plans of the senior management team. The budget manager manages the budget very well and enables the governing body to monitor it effectively. Thus, good control ensures the maintenance of a prudent balance. A good start was made in using information technology, but this has been severely hampered since October, by unreliable hardware. This has created serious problems for the school administrative staff, who have coped admirably. Minor recommendations in the recent audit report are being addressed. The school applies best value procedures by gathering information before spending decisions are taken. The school also compares its performance with other schools. This is satisfactory, but should be built upon in the future.
49. There is a sufficient number of suitably qualified and experienced teachers and support staff to meet the requirements of the National Curriculum and the Agreed Syllabus for religious education. They are deployed appropriately. Non teaching assistants provide good support for those pupils with special educational needs. Office and catering staff all contribute to an efficient and well run organisation. Staff who have joined the school in recent times have received appropriate support. Staff development takes into account both the individual's needs and the needs of the school. It is effective in improving teaching and learning. Training for the

implementation of the national literacy and numeracy strategies has been successful in providing an effective programme of learning, which is instrumental in improving standards.

50. The accommodation is very good. There is sufficient space for the delivery of the curriculum, including the school grounds. However better use could be made of the shared central areas, which, during the inspection, were under-used. The building is well maintained and kept in good condition by the hard and conscientious work of the site manager and his staff. The siting of the school library does not lend itself to independent study, but it is sufficiently well stocked and used.
51. Resources in the school are generally good and support the teaching of the curriculum. Problems arise in information technology from having mixed systems, for example some machines do not have a spell check. Resources are usually well stored, both in classrooms and central storerooms. They are accessible to both teachers and pupils. Classroom resources are well organised and labelled. Resources for religious education, however, are dispersed throughout the school and are not co-ordinated.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, governing body and staff should continue to work together and build on the schools' current and continuing strengths to:

- (1) Raise the standards in science and information technology by:
 - raising the profile and importance of these subject within the school.
 - monitoring teaching and learning in classrooms.
 - continuing to improve the opportunities for independent and investigational work by pupils.
 - making regular assessments of pupils' capabilities in IT.(paragraphs 4, 5, 70, 71 72 89 90)
- (2) Increase the amount of time given to teaching science and information technology by:
 - reviewing the use of available curriculum time to make it more effective and efficient for science.
 - improving opportunities for use of IT within other curriculum areas, especially in mathematics and science.(paragraphs 21, 22, 70, 71, 72, 89, 90)
- (3) Improve teachers skills in teaching IT and music by:
 - identifying teachers' skills and knowledge.
 - putting in place staff training and support.(paragraphs 16, 90, 92)
- (4) Introduce a co-ordinated programme of homework which is:
 - consistent in quality and quality.
 - supporting pupils' learning.(paragraphs 17, 38, 68)

Other areas governors should consider are mentioned in the following paragraphs. (paragraph 41).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	91

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	42	26	7	2	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		251
Number of full-time pupils eligible for free school meals		40

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		71

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	23	36	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	12	17
	Girls	31	29	31
	Total	47	41	48
Percentage of pupils at NC level 4 or above	School	80 (60)	69 (56)	81 (60)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	18
	Girls	31	29	32
	Total	45	42	50
Percentage of pupils at NC level 4 or above	School	76 (38)	71 (60)	85 (60)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	248
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	24
Average class size	31.4

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	65

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999
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	£
Total income	403464
Total expenditure	395304
Expenditure per pupil	1569
Balance brought forward from previous year	26130
Balance carried forward to next year	34290

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3	0	0
My child is making good progress in school.	50	45	3	0	2
Behaviour in the school is good.	23	68	2	0	3
My child gets the right amount of work to do at home.	23	56	15	2	2
The teaching is good.	53	44	2	0	2
I am kept well informed about how my child is getting on.	39	53	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	27	0	0	2
The school expects my child to work hard and achieve his or her best.	58	39	2	0	0
The school works closely with parents.	38	52	11	0	0
The school is well led and managed.	48	42	2	0	3
The school is helping my child become mature and responsible.	44	53	2	0	2
The school provides an interesting range of activities outside lessons.	21	45	20	5	8

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

ENGLISH

52. Standards in English are improving and the results of the 1999 tests in English were high compared to national levels. More pupils are reaching the higher levels of work (level 5). These results are above those gained by pupils from similar backgrounds. From lesson observations and scrutiny of pupils' work during the inspection, standards overall are average with some pupils achieving higher levels. There is a wide range of ability within the present Year 6 pupils and from this academic year they have been divided into three sets
53. Standards of speaking and listening are above average. The shared text and focused word work of the literacy programme has a positive impact on the standards in most classes. In Year 6, pupils confidently discuss their chosen text. All pupils are willing to make suggestions and talk confidently about the different characters in the text. Across the curriculum, speaking and listening skills are strongly encouraged and the plenary session of the literacy hour gives pupils an opportunity to listen to others talking about what they have achieved. Since the last inspection, standards in speaking throughout the school have improved.
54. Standards in reading are average overall although some pupils read at better than average levels in each group. Whole class work during the literacy hour helps pupils to extend their depth of vocabulary. The school allocates a considerable amount of time to daily reading outside the literacy hour. Year 6 pupils show a real understanding of a range of literature and are able to identify key features and themes in stories. Most pupils know how to use reference systems effectively to gain information they require for their work. The provision of a good school library enhances their progress. There was evidence of the library being well used during the inspection week.
55. By the time pupils leave school, standards of writing overall are average. However some higher attaining pupils use a sophisticated sentence structure in their work and this is a good indication of rising standards. Pupils' writing includes poetry, lively play scripts on the Pied Piper of Hamelin, detailed book and film reviews and eye-catching newspaper articles. In this work, pupils described their characters in depth, correctly used paragraphs to good effect and adopted a wide vocabulary. Throughout the school, presentation of work and handwriting is good.
56. The quality of teaching is good overall and pupils' attitudes to learning are good, especially in reading. Relationships with each other and adults throughout the school are good. The national literacy strategy has been well understood by most staff and provides lessons with a clear structure and purpose. However in one Year 3 class the recommended literacy format is not followed as well as in the other classes. For example times for activities are not stated. In this class teaching was unsatisfactory. Pupils co-operate well during shared tasks such as group reading and discussion and pupils enjoy the literacy hour. School and national tests are used well to identify pupils who require support. Teachers have a secure knowledge and understanding of English and use this well in lessons. Teachers expect pupils to concentrate in lessons and this has a positive effect on the quality and quantity of work produced.

57. Most teachers make clear to pupils what they expect them to learn by the end of the lesson. Most pupils are able to concentrate well but a few pupils throughout the school have difficulty. Where teaching is particularly good, teachers expect high levels of behaviour in lessons and set clear targets for achievement in the time available. When this happens pupils' productivity and pace of working is increased and their learning is secure. The work on apostrophes in Year 4, on homophones in Year 5, and on studying different types of text in Year 6 were good examples of this.
58. The quality of teachers' planning is good. It is particularly successful in developing pupils' critical awareness of the text that they read. Teachers adapt the literacy hour appropriately to suit the abilities. Most teachers are clear about the true meaning of differentiated work and as a result this has a positive effect on the acquisition of skills, knowledge and understanding of grammar, spelling and punctuation. By the end of Year 6, pupils are able to tackle a wide range of writing tasks including poetry and play writing. Their understanding of writing in different genres is good. Extended writing has improved since the last inspection. Very good examples of planning are seen in Year 4, Year 5 and Year 6. The work given to the lower attaining pupils is usually well matched to pupils' needs and pupils with special educational needs are well supported. IT is carefully planned and pupils make good progress in their keyboard skills.
59. Most teachers make use of an effective range of teaching methods to ensure that pupils maintain interest, concentration and independence in their learning. Effective use is made of questioning to help pupils clarify ideas and to provide further information. Searching questions develop pupils reading skills and good learning takes place. Teachers are enthusiastic about their teaching of English. Where this enthusiasm is at its highest, as in a lesson in Year 4, comparing 'Mr. Majeika' stories, pupils' progress is enhanced.
60. Teachers' management of pupils is very good. They respond positively to pupils' suggestions and speak to them pleasantly. They encourage questions; as a result pupils pay good attention to the teacher and listen carefully to one another and make good progress.
61. The literacy co-ordinator has worked hard to ensure the national literacy strategy is implemented successfully. A range of strategies is in place for raising standards. For instance, teachers are beginning to be observed teaching and support is being identified. The co-ordinator monitors teachers plans. Targets are being introduced for individual pupils and Year 6 lower attaining pupils are being taught in a smaller group where extra support is given to individuals. Assessment of all aspects of English is good. The day-to-day assessment contributes well to the lesson plan and delivery. There is very little homework given to support lessons learnt in class.

MATHEMATICS

62. The results from the 1999 national tests show that attainment at the end of Key Stage 2 was in line with the national average. Pupils' results were below average when compared with similar schools. This is due to the below average percentage of pupils gaining the higher level 5. However, the overall results showed an improvement over 1998 and whilst results have fluctuated from year to year the trend is broadly in line with the national pattern.
63. During the inspection the majority of pupils were working at the expected level for their age and standards are broadly in line with the national average. The current Year 6 contains pupils with a very wide range of ability and a significant minority of individual pupils still have difficulty applying the four rules of number. These findings are similar to those reported in the previous inspection. Overall pupils are making steady progress towards the challenging targets which the school has agreed with the local educational authority. The girls' performance in the

national tests was better than that of the boys. This trend is set to continue as the vast majority of girls are working in the upper class of the mathematics sets. Pupils with special educational needs make satisfactory progress.

64. Pupils use a number of strategies for solving number problems both mentally and when using informal and standard written methods. Most pupils have a sound understanding of place value including decimals to two places and those in the top ability set are able to apply this knowledge to the multiplication and division of decimal fractions. The most able are quick to spot the number operations needed to solve multi-step problems. Pupils know the different units of measure and have progressed to converting a larger metric unit to a smaller and vice versa. They have a good knowledge of two and three dimensional shapes and their properties. They collect data using a tally chart, record the information on a range of graphs and charts including line and pie charts. Pupils are developing an understanding of probability by carrying out investigations, such as 'rolling the dice' and 'tossing a coin'. They make predictive estimates of outcomes using terms such as "equally likely".
65. The quality of teaching is good overall and pupils are positive in their attitudes. Teachers' enthusiasm for the subject is communicated to pupils, the majority of whom respond well. Only a minority group of boys in Year 6 show an unwillingness to participate fully in the lesson in spite of the positive approach of the teacher. Three out of the ten lessons seen were very good. Only one lesson was unsatisfactory. Teachers have a secure subject knowledge and have quickly developed a good understanding of the National Numeracy Strategy. Effective planning for the national numeracy strategy is a strong feature. All lessons follow the three-part structure and the mental mathematics sessions focus on some aspect of number. The strong emphasis on encouraging pupils to develop a range of strategies is helping pupils to improve their recall and ability to manipulate numbers. For example, Year 3 pupils make use of rounding up and down when adding or subtracting two two-digit numbers. The quality of planning is good overall. The weekly and daily structure promotes meaningful learning experiences over a sequence of lessons. Objectives are shared with pupils whose progress is enhanced by their understanding of the purpose of the lesson.
66. Teachers' expectations of pupils' work and behaviour are high. Concentration is good and good use of praise, to reward effort and attentiveness, builds pupils' confidence and encourages them to rise to challenge. The quality of pupils' learning in lessons is good but results of standardised tests and work in books indicate that progress over time is inconsistent. The knowledge and skills of some pupils are not secure when they need to move to more difficult work. Procedures for assessment including the optional standardised tests in Year 3-5 are analysed to monitor overall progress. They are used to inform the setting arrangements and set end of key stage targets. A programme of classroom observation is being developed to monitor the curriculum and provide further information about pupils' achievement. Day-to-day assessment is good and identifies what pupils have achieved in relation to the learning objectives. Good monitoring of pupils' work enables teachers to intervene and give appropriate support during lessons. Information gained feeds into the plenary sessions. These are generally used effectively to correct any misunderstandings, consolidate pupils' skills and to assess pupils' progress towards the learning objectives. Pupils' work is regularly marked and the better marking includes helpful comments to show pupils how they can improve their work.
67. Most teachers use an interesting and effective range of methods and resources to develop pupils' understanding. Pupils' progress is best when tasks are well matched to their ability and prior learning. For example, in the Year 5 lower set the four levels of task enabled all pupils to extend their understanding of how brackets are used to determine the order of operations. Good use of questions, such as "What information is needed in order to solve this problem?" and

“How did you find the answer?” help pupils to develop mathematical thinking skills and to clarify their understanding of concepts and methods of calculation. Outcomes of questioning are less effective when responses are sought only from volunteers, and when number cards are not used to involve the whole class in solving mental mathematics problems. This occurred in Year 3.

68. Features of unsatisfactory teaching include lack of attention to discussing and comparing mental methods and failure to bring to pupils’ attention to the relationship between questions when practising number bonds. There are some planned opportunities for pupils to apply their mathematical learning to other curriculum subjects; for example data handling in and use of logo in information technology, geography, and creating symmetrical and geometrical shape patterns in art. However, these are not extensive and there is insufficient use of information technology across the mathematics curriculum. Since the last inspection pupils have more opportunities to work practically and carry out mathematics investigations. Homework is set to support the work done in lessons but this is neither regular enough nor sufficient for preparing Year 6 pupils for the next stage of their education.
69. Effective management of the subject, planning and teamwork of the staff have achieved a good start to the implementation of the numeracy strategy. Good use is made of practical resources, number cards and sticks, to support learning. The very good range of activities to help Year 4 pupils extend their understanding of and skills of telling and recording time contributed to the good progress made in the lesson. The recently appointed governor responsible for numeracy has become familiar with the strategy and regularly supports pupils during the numeracy lesson.

SCIENCE

70. In the 1999 tests standards are below average nationally and when compared to similar schools. Pupils are not achieving the higher levels of attainment and this is affecting standards overall. There is no significant difference in the attainment of boys and girls although attainment over time, for both, has fallen. The percentage of pupils achieving average levels of work (level 4) is close to national figures by the end of Key Stage 2 but the number achieving the higher levels (level 5) was well below national average. Teachers’ assessment indicate that they expected pupils to do better than this. However time is short for lessons and pupils do forget important facts about the subject.
71. Only one lesson was time-tabled during the inspection but from evidence of pupils’ work and interviews standards are below national levels. The written work in books is satisfactory and pupils have opportunities to record experiments and information learnt in lessons. They are able to write up investigations that they have carried out. Most of this work is individual to pupils’ needs. However some of this work is copied text as all pupils have similar work in books. In discussions with pupils it is evident that they have difficulty in retaining knowledge and this effects standards achieved in tests. An example of this was the discussion with pupils following the lesson on photosynthesis. Pupils were unable to name confidently the parts of the plant and what function they have. They were also unable to recall how to separate two mixtures, such as sand and salt, even though this work had been covered previously. They could not explain why some materials conduct electricity and some do not. Pupils are keen to do investigations and use equipment well and sensibly. IT is not well used to support learning although some experiments had been word processed.

72. Teaching was satisfactory in the one lesson observed. However it did not have any practical activity planned in the lesson to re-inforce the concept of photosynthesis. An experiment was set for homework but this is unsatisfactory, as there is no opportunity for teachers to gauge what pupils can do independently. Resources are accessible in the large shared areas adjacent to the classrooms but no practical work was observed during the inspection week. Space outside classrooms is not well used to set up experiments for pupils to observe. Subject planning is satisfactory and covers all the areas of the curriculum and teachers are recording pupils' achievements. However this is not used to inform teachers about the next stages of learning. The co-ordinator has monitored teachers' lesson plans and pupils' work but has not monitored the quality of teaching and learning in this subject which takes place in classes. The teaching time given to this subject is not sufficient and pupils are having long gaps between studying topics. As a result they forget important information. This does not help the pupils achieve higher standards in this subject.

ART

73. It was not possible to see sufficient lessons in art to make an overall judgement on the quality of teaching. However, discussions with pupils and teachers about their work, and observation of teachers' documentation and pupils' art on display, show that art is appropriately taught. Pupils of all abilities make satisfactory progress in learning so that by the time they leave the school, the quality of their knowledge and understanding is at a level expected for pupils of this age. Teachers' planning is good and in the two lessons seen skilled questioning enhanced pupils' learning. This quality has improved since the last inspection due to a more systematic planning for the development of pupils' skills. Much of the work on display shows that different techniques and media have been used. Pupils enjoy art activities and concentrate on their tasks. They are proud of their finished products and confidently discuss their work. The wide range of colourful painting and collage work around the school celebrates pupils' achievements and shows their sound progress in the subject.
74. Art is well integrated into planning and enhances work in other subjects. An example is the very good display by Year 5 pupils of the reproduction of authentic shades used by William Morris when designing fabric. Good originality is also demonstrated in design of hats for Victorian head puppets. A visiting artist supported the work on puppets. In Year 3 a pupil was competently using the computer to draw an Egyptian watering well. Pupils in this class write their names in hieroglyphics using ink and a reed pen. This work helps extend their English vocabulary. Year 5 pupils explore aspects of other cultures such as Indian artwork. This use of ink and watercolour helps pupils to develop their awareness of different types of patterns used in producing borders. The new draft policy and scheme of work give appropriate guidance and support to teachers. The enthusiastic and well-informed co-ordinator, following an audit of the subject, has produced an appropriate action plan which shows clearly the areas for development.

DESIGN AND TECHNOLOGY

75. One Year 5 lesson was observed during the inspection week and in this class pupils could cut and fix materials, design ways to improve their models and work independently. They were able to use tools such as saws and glue guns and a range of materials such as plastics and wood. Initial planning for their models had been done using construction equipment and diagrams with annotated labels explained their plans. A few pupils had evaluated their design and considered ways to improve on their first thoughts. From other evidence pupils have opportunities to work with other materials including clay, food and fabric.

76. Pupils are learning skills in improving design and making techniques whilst using a range of different tools and materials and this is an improvement since the last inspection. The teaching was very good in the lesson seen. It was well planned to make good use of resources and accommodation, including the shared space outside the classroom. Planned activities are linked to other subjects, such as art and science. An example of this was the masks that had been made by the pupils in many classes during a special focused week. These had been elaborately designed and some involved moveable parts. The lesson in Year 5 was part of an on-going series of lessons in using construction equipment to plan models that work. Pupils have good attitudes, positive relationships with each other and are sensible with tools using equipment safely. They have opportunities to select the correct tool and work in pairs and share ideas. The independent access to resources encourages pupils' personal development, which is good. The good accommodation provided by the shared areas outside the classroom and the good level of resources supports the development of this subject across the school.

GEOGRAPHY

77. It was only possible to see two lessons during the time of the inspection. Based on discussions with both teachers and pupils, as well as a scrutiny of completed work, standards at the end of Key Stage 2 are broadly in line with national expectations. The school has, therefore, maintained standards since the previous inspection. Improvements since the last inspection include better resources, such as aerial photographs, and an increased staff confidence. A weakness in the subject is the distribution of its study units, so that pupils have difficulty recalling and building on previous experiences because of the long periods of time between topics. This has an adverse effect on standards.
78. The two lessons observed were in Year 6, where teachers used a useful piece of homework as a starting point. This led to interesting discussions about the development of plans, which, in turn led to drawing plans of the school grounds. Teaching in these lessons was satisfactory. From pupils' previous work geographical skills are planned and taught systematically throughout the school and teachers plan together. In Year 3, for example, in a study of 'Weather', pupils gather information using appropriate instruments and record their data in a variety of formats, including using a computer. They also use the internet to find information. In one class a very good display of the world's weather included tracing the journey of some friends of the school, overland to Pusan in South Korea. The internet was then used to compare the climate and weather between there and the U.K. This example of very good teaching takes the opportunity to bring the subject alive and make it relevant. The use through the display of the appropriate technical vocabulary is also effective in reinforcing learning. In Year 5 information technology is also well used to present information on India in fact files. Geography is also well used in this year group in the development of literacy skills, when geographical content is used to teach research skills and sentence structure. Teachers' use of such opportunities is good and an efficient use of time.
79. Discussion with Year 6 pupils highlights the problems of the way the subject is organised. Despite a systematic coverage of the subject, pupils mental recall of information was impaired by the time lapse between each topic. Although they had learned about, for instance, map references, and understood the use of the x axis and y axis, the application of this knowledge was limited to simple co-ordinates. Their knowledge and understanding of people's impact on the environment was better and they had strong views on pollution and the waste of resources. Taking into account evidence from all sources, overall progress in the subject is satisfactory, including the progress of pupils with special educational needs.

80. Visits to places such as Hagg Farm and Hathersage play an important part in the development of knowledge and understanding of geography. These visits raise environmental awareness as well as knowledge of the locality in contrast with the locality of the school. Problem solving through orienteering, which takes place at Hagg Farm, is a good vehicle for development.
81. Pupils display good attitudes in their lessons and to learning. They respond well to teacher's questions and answer with confidence. They ask supplementary questions when needing clarification. Their work is well presented and they obviously take a pride in achievement. They respond well to teachers' marking when it is evaluative and constructive, as it is in the best examples.
82. The subject co-ordinator is secure in her knowledge and understanding of the subject. She has introduced a useful assessment procedure which records learning at the end of each topic. This information should be useful in planning future work, but its effect is diluted by the time lapse between topics. Resources have improved. In order to improve standards the school ought to consider plotting the development of essential skills throughout the whole curriculum.

HISTORY

83. History was taught only in Years 3 and 4 during the inspection. A scrutiny of work and displays, combined with discussions with Year 6 pupils and teachers, indicate that standards have been maintained since the previous inspection. The Year 6 work was from 1998-99, because the present Year 6 do not have history lessons until the summer term. This accounts for the hesitancy in recalling earlier experiences suffered by Year 6 pupils when in discussion. Their knowledge was detailed, but they became confused when linking events and their consequences.
84. Standards are good in knowledge of the periods studied, in the understanding and application of enquiry methods and in communicating knowledge and understanding. Less well developed is the ability to place events within the correct historical period and periods in the correct chronological order. The latter is despite the use of time-lines within every topic studied. These generally deal with the period being studied and not the overall chronology of periods in relation to each other. Progress in lessons and over time, however, is generally good.
85. The quality of teaching and learning observed varied, but is generally good. In Year 3, although teachers plan together, the methods employed result in very different responses. In one class pupils are stimulated, motivated and involved by dynamic teaching, which engages their interest and fires their imagination. In the other, pupils are bored, listless and inattentive, because the teaching style does not engage or challenge them to build on their existing knowledge by using progressive questioning. The time lapse between the focus of the lesson, a video about the Ancient Egyptians, was too long, so that pupils recalled little of the information required in the follow up lesson. In Year 4 the quality of teaching and learning was very good in both classes. In their study of the Tudors, pupils are introduced by teachers to a variety of research skills, which is very good preparation for future development. Hence, they use the school library, research books, pictures, CD-ROM and access the internet. In these lessons, pupils are encouraged to think more deeply and to challenge their own ideas by the teachers' use of supplementary questions, which require them to reconsider their opinions in the light of new evidence. Throughout this work pupils are examining similarities and differences with the past and display a good knowledge and understanding of the period. They can place the monarchs in the correct order and can recount, with relish, what happened to the queens.

86. An examination of work in Years 5 and 6 shows that all the key elements of the subject are being planned and taught. The Year 5 study of the Victorians indicates a thorough and detailed coverage of the main aspects of the period. The visit to Perlethorpe enhances their knowledge and understanding by giving them an insight into the actual conditions. The use of writing in the character of the period also helps pupils to understand the feelings of people of the time. This is further enhanced by employing role play with a visiting teacher. Their understanding of methods of enquiry is good and is the result of good work earlier in the school. They are beginning to understand that historical writing can be biased towards different points of view.
87. Pupils currently engaged in historical studies display great enthusiasm and a willingness to discuss their work and their knowledge. This is especially evident in Year 4 and is directly linked to the quality of teaching. All work seen was neatly presented and pupils take a pride in what they produce. Year 6 pupils are willing to enter into discussion and conduct themselves well, respecting each other's contribution.
88. The subject co-ordinator is well versed in the subject's needs and has an accurate view of the strengths and weaknesses in the school. Assessment is well used at the end of topics, but could be further developed to inform future planning and learning. She has plans to develop the work to match more accurately the needs of those pupils with special educational needs as well as the gifted pupils, with the intention of raising overall standards. Resources are good and further enhanced by borrowing from collections and museums.

INFORMATION TECHNOLOGY

89. Standards are below expectation overall by the end of Key Stage 2. On display and in the subject portfolio there were examples of pupils using word processors, graphic programs and data handling software, but there is little evidence of work using control and monitoring programs. The school recognises this weakness and has successfully applied for funding to provide training for staff. However from the evidence available standards in communicating information are in line with expectation. Pupils use word processors frequently during literacy lessons and to write up experiments in science. Pupils are able to manipulate the mouse and have skills in using the keyboard for typing text, editing, deleting and using the space and shift keys. Pupils who have computers at home have well developed skills. However those who do not have opportunities at home have more limited skills. Skills in entering data from mathematical surveys or scientific experiments are also not well developed. Monitoring and control work is not used to support investigations into mathematical properties of shapes or to monitor, through sensors, data in geography and science.
90. Teaching was good in the one lesson observed. The teacher had good subject knowledge and used this to develop learning by helping pupils find the 'enter' key so that the text could be moved down the screen. This linked well with the literacy work on homophones and pupils are keen and enthusiastic about using software. However time for teaching skills is not identified on the timetable or within planning and opportunities to use the computers are missed in, numeracy, science and other subjects. The co-ordinator has prepared good guidelines to support teaching and the policy has been recently updated to take account of new government initiatives. These developments are positive and are encouraging teachers to use computers more frequently. However resources are wasted when time allocation for the subjects is low and computers are not fully used. Staff confidence and expertise in data handling and monitoring and control work are under-developed. Teachers are unaware of how to link this work to other areas of the curriculum.

MUSIC

91. There were very limited opportunities to observe lessons during the inspection. However from the lesson seen in Year 4 pupils are developing their composing skills by selecting and using sounds to convey a particular effect; in this case to tell a story. Pupils have opportunities to listen to music from various musical traditions. However, in listening and appraising Year 6 pupils make slow progress. They describe music in terms of happy and sad but do not have sufficient practical knowledge of the musical elements or a secure musical vocabulary to be able to discuss with any confidence or clarity what is taking place in the music they hear.
92. In the two lessons seen teaching was variable. Teachers make good use of the lesson plans and resources provided by the music co-ordinator adapting them as they see fit. Learning intentions are clear and shared with pupils and enhance their understanding of what they are expected to know and be able to do. The teachers' encouraging and positive approach keeps pupils on task but progress within these lessons is variable. Some questions on the listening and appraising worksheet were misleading and do not sufficiently support pupils' understanding of duration and the grouping of beats. Some teachers admit to being insecure in knowledge and understanding of music. This affects the progress of pupils in the development of skills and understanding. Pupils' respond positively to music lessons and their personal development is enhanced through their contact with a range of musical experiences. They enjoy the music they hear, particularly the jazz pieces and demonstrate willingness to answer questions and extend their learning. Participation in all activities is good, including the singing in assembly.
93. The music curriculum provides opportunities for pupils to take part in the musical activities of performing, composing, listening and appraising. The scheme of work is a useful resource to support teaching, particularly for non-specialists. Pupils are introduced to an appropriate range of repertoire. They learn a range of songs including those with two parts in the weekly upper and lower school singing sessions. A significant number of pupils join the three recorder groups. As they develop their playing skills they are able to accompany the song repertoire. Group and whole school performance is greatly enhanced by their playing. Apart from the recorder groups which meet during curriculum time, there are no opportunities for pupils who are particularly interested in music to extend their skills beyond the classroom through extra-curricular activities or instrumental tuition.

PHYSICAL EDUCATION

94. By the end of Key Stage 2 standards are generally good in relation to national expectations. This is an improvement on findings of the previous inspection. Improvements in the teaching of the subject have also been made. For example all teaching observed involved the demonstration and refinement of techniques and skills. Teaching is also more consistent. There is now a designated co-ordinator, which was lacking at the time of the last report.
95. Standards are directly related to the quality of teaching, which is generally good, and the development of earlier experiences. All teachers have high expectations of both performance and behaviour, so that pupils respond by practising conscientiously and are well behaved throughout the lessons. Teachers use demonstrations well, both by themselves and by pupils. They evaluate performance and encourage pupils to also evaluate and suggest ways to improve. Hence, pupils work hard to improve their movements, sequences or skills and succeed in doing so. Sometimes, although teachers suggest the way to improve, they do not push the pupils hard enough to really give of their best.
96. Standards in gymnastics are good throughout the school. Pupils show imagination when

exploring apparatus or developing sequences of movements incorporating different elements of speed and height. They show good control when mounting and dismounting apparatus and display good techniques in flight. Sometimes they do not always demand the best of themselves, so that style, for instance, in the extension of the limbs, is not always as refined as it might be. Pupils show a satisfactory standard in games. Younger pupils catch and pass the ball accurately and show a growing awareness of team skills. Year 6 pupils observed in team games also demonstrate a satisfactory standard, with more able pupils performing well. In these lessons teachers give pupils the opportunity to devise their own rules, which is good. Swimming was not seen, but an examination of the data held in school indicates that standards are good. The dance lesson observed in Year 6 shows that standards are satisfactory. Pupils have had little experience in the discipline nevertheless, they demonstrate a pleasing level of imagination and move with poise and good co-ordination. Progress in lessons is generally good and is at least satisfactory over time, with good progress in some elements.

97. Pupils obviously enjoy the subject and respond well to teacher expectation. They practise with due regard to safety and show a good sense of self discipline, which is a credit to the teaching they have received. They work hard and practise assiduously so that their performance in lessons makes good progress. They are aware of safety factors when organising apparatus, which they do efficiently. Pupils who miss lessons, for whatever reason, sit and watch their peers. This is not the best use of their time.
98. The subject co-ordinator is currently carrying out an audit of provision in the school, which she will use to improve both teaching and learning. The school provides a good range of extra curricular activities. These are run, not only by the school, but also in conjunction with the Broxtowe Sports Development Officer, who provides a good service. Accommodation is very good and supports development in the subject. Resources are plentiful. The development of orienteering skills at an outdoor centre is good. Consideration could be given to developing this aspect of the curriculum in school.

RELIGIOUS EDUCATION

99. There were very limited opportunities to observe lessons during the inspection. Evidence gathered from the two lessons seen, talking with pupils, looking at completed work and display indicate that pupil' attainment at the end of the key stages is broadly in line with the expectations of the locally agreed syllabus. Pupils have a sound factual knowledge although their understanding of religious ideas is less well developed. They have some knowledge of the main beliefs and practices of Christianity, Buddhism, Hinduism and Judaism. Through the bible and other story pupils learn about key figures in religion such as Jesus, Buddha, and Rama and Sita. Exploring themes helps pupils to make connections between different religions, for example, how Hindus and Jews celebrate a festival of light.
100. The quality of teaching in the lessons seen is satisfactory and pupils display respectful attitudes towards different beliefs and religious practices. This makes a positive contribution to their learning. Lessons are carefully planned and have a clear focus. Teachers ask questions such as "What are we learning about?" and this helps to focus pupils' attention and supports progress. Questions posed during the introduction to the lessons consolidated pupils' previous knowledge and encouraged them to predict what the beginnings in Genesis are about. An example of this was seen in Year 6. Sometimes teachers employ a too narrow range of activities through which to develop pupils' knowledge and understanding in religious education. There is too little direct teaching before pupils are expected to carry out a recording task. However, pupils understand what is expected of them and they listen carefully and apply themselves conscientiously to the tasks set. There are many examples of recording information through comprehension and

completion of worksheets. Plenary sessions are used to help pupils, including those with special needs identify what they have learned but there is little time for reflection.

101. The curriculum is appropriately structured to ensure that it complies with the agreed local syllabus even though both the policy and scheme are out of date. The strong emphasis on literacy skills sometimes detracts from the focus of the subject and there is insufficient time in lessons for pupils to explore and discuss their own thoughts and ideas. This limits progress, particularly the development of skills. Much of the written work is limited in scope and does not sufficiently challenge pupils' thinking or encourage them to write independently. There has been no monitoring of teaching the curriculum, although some pupils' work has been monitored in order to help set standards for pupils' achievement. There is a limited range of artefacts available to support teaching and learning about different religions and the co-ordinator recognises the need to carry out an audit. Links with different faith communities and visits to places of worship which would broaden and enrich pupils' experiences have yet to be established. However pupils have attended a bible exhibition and visiting clergy regularly lead whole school assembly.