

INSPECTION REPORT

POTTERY PRIMARY SCHOOL

Belper

LEA area: Derbyshire

Unique reference number: 112787

Headteacher: Mrs G Hutton

Reporting inspector: Mrs C A Field
9479

Dates of inspection: 24th September – 27th September 2001

Inspection number: 194107
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Kilbourne Road Belper Derbyshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Q Harvey
Date of previous inspection:	April 1997

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9479	Mrs C A Field	Registered inspector		The school's results and pupils' achievements Teaching and Learning Leadership and management Key Issues for Action
13395	Mrs J Illingworth	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
1189	Mrs S Brown	Team inspector	Provision for children in the Foundation Stage English Music	
15414	Mr D R Carrington	Team inspector	Equal opportunities English as an additional language Mathematics Art and design Design and technology	
20007	Mr T Neat	Team inspector	Science Information and communication technology Physical education	Quality and range of opportunities for learning
21816	Mrs B Thomas	Team inspector	Special educational needs Geography History Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated near to the town centre of Belper; some eight miles north of Derby. There are 428 pupils on roll: 222 boys and 206 girls aged between five and eleven years. Children's attainment on entry into reception is broadly average. Four per cent of pupils are eligible for free school meals, which is well below the national average. The proportion of pupils with special educational needs is well below average, however there are five pupils with statements of special educational need, and this proportion is much higher than usual. Four pupils come from homes where English is not spoken as a first language. Two are able to undertake the same studies as other pupils without specific English language support; however two pupils, new to the school, are in need of specialist support which the school is trying hard to access.

HOW GOOD THE SCHOOL IS

Pottery Primary is an effective school in which pupils are helped to develop their potential within a calm, positive and happy environment. Standards at the end of Year 2 are good and although satisfactory by the end of Year 6 are not as high as they should be. This is because of a number of factors that have impeded learning in the past. Since last April, when the headteacher was appointed, there have been many improvements to leadership, management, teaching and learning that are having a very positive impact on raising standards. Teaching in lessons is generally good, and is leading to pupils making at least steady and often good progress. A high staff turnover, together with other issues currently concerning staffing, is still hampering progress; for example during the week of inspection two infant classes out of four were taught by supply teachers. The cramped accommodation affects learning in physical education (PE) and information and communication technology (ICT). Despite all of these pressures, the school continues to serve its community well and shows a strong commitment to social inclusion. The school provides satisfactory value for money.

What the school does well

- The headteacher, governors and other key staff provide effective leadership that ensures clear educational direction and good attention to meeting the school's targets for improvement.
- Teaching is good despite a high turnover.
- The provision for children in the Foundation Stage is good and ensures they have a secure start to their education and achieve well in all six areas of learning.
- Standards are consistently good in art and design, design and technology, history and religious education.
- Good provision is made for those pupils with special educational needs, who learn successfully as a result. Pupils with statements are given very good support to meet their individual needs.
- A very good programme of personal, social, moral and health education is enabling pupils to become responsible future citizens, well prepared to take their place in a multi-cultural society.
- Very good community links provide extension and enrichment to the curriculum.

What could be improved

- Standards in English, mathematics, science and PE should be higher by the time pupils are eleven years of age.
- Standards in ICT are unsatisfactory by the age of seven and eleven years.

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

The adequacy of accommodation is poor but the scope to make further improvements is limited by the cramped nature of the school site and the very tight budget that the school has available. The

headteacher and governors are already doing all that is reasonably possible to advance improvement to the accommodation. In view of this, accommodation has not been identified as a key issue of the inspection.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in improving the key areas identified following its previous inspection. The improvement plan is much better and provides a useful tool for guiding improvement. It is supported by a process of self-critical review and an action plan process that key staff are responsible for implementing to an agreed time-scale. Good strides forward have been made in the last 12 months in monitoring and evaluation work and the impact of this is beginning to be reflected in rising standards. The school has established a good action plan for improving ICT but some targets have been impeded largely due to circumstances beyond the school's control. The accommodation has been improved by the creation of five new classrooms but overcrowding and the deteriorating condition of older parts cause problems for managers. A huge amount of governors' time is taken up by premises-related matters. The school currently has no accommodation suitable for a library and the absence of a library is limiting the potential for pupils to develop independent research and enquiry skills. The effective delivery of the PE curriculum continues to be unduly affected by the poor accommodation.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar Schools	
	1998	1999	2000	2000	
English	D	C	B	D	well above average A
Mathematics	E	D	C	E	above average B Average C below average D
Science	D	D	C	E	well below average E

Similar schools are those with up to 8% of pupils eligible for free school meals

The standards achieved by eleven-year-olds in the 2000 SATs were above average in English and average in mathematics and science. When compared to similar schools the standards were below average in English but well below average in mathematics and in science. Results for 2001 indicate a broadly similar picture. A high staff turnover and the impact that a major building programme has had over five years have both been identified by managers as key reasons for results not being better. The school's rate of improvement in standards overall mirrors that seen nationally. Managers are embarking on a plan to implement improvement that intends to raise standards so that they will compare more favourably with similar schools. Results in the SATs are more positive at the end of Year 2 than at the end of Year 6.

Evidence from this inspection shows that standards are good for five-year-olds in all six areas of learning. They are good for seven-year-olds in English, mathematics, art and design, design and technology, history and religious education. They are satisfactory in music and science. At 11 years, standards are good in English, art and design, design and technology, geography, history, religious education and swimming. Standards in mathematics, science and music are satisfactory. By Year 6, standards in PE are unsatisfactory. Throughout the school, standards in ICT are unsatisfactory. The

setting arrangements in English and mathematics are working to good advantage in junior classes. A good start has been made in identifying and targeting the progress that individuals need to make to reach their potential. However, inconsistent attention is paid to ensuring that higher-attaining pupils are given sufficiently challenging work. A very detailed examination of pupils' work revealed that erratic progress has been made by between 10 and 15 per cent of pupils and this has resulted in underachievement. The school is giving appropriate attention to addressing this problem. The school has set realistic academic targets for future National Curriculum tests at eleven years.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and work hard.
Behaviour, in and out of classrooms	Good overall. Behaviour is good natured at break and lunch time despite the limited play-space available. The three temporary exclusions were for reasons that fully warranted.
Personal development and relationships	Good. Relationships are tolerant and respectful. Pupils' personal development is attended to effectively, though the opportunities for them to manage appropriate aspects of their learning themselves are limited.
Attendance	Good. Pupils are happy to come to school.

TEACHING AND LEARNING

Teaching of pupils in	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching is good overall and pupils achieve appropriately. Strengths identified in the previous inspection have been sustained despite a high staff turnover and a significant level of supply cover during the week of inspection. Teaching was satisfactory or better in most of the lessons observed in inspection. Teaching is consistently good in reception classes; staff know and understand the Early Learning Goals and are generally planning appropriately to promote them. Teaching is more often good than satisfactory in the infant classes, though two lessons were observed that were not effective because of poor management and control. Teaching is good overall in the juniors. One unsatisfactory lesson was observed where the work set was not demanding enough. Work in pupils' books from last September shows good progress in Years 1 and 2. It suggests a slightly less positive picture in Years 3 to 6. The progress that a significant proportion of potentially higher-attaining older pupils make is erratic because they are given insufficient challenge to enable them to reach the standards of which they are capable. The schools own monitoring flagged this up last term and higher attaining pupils' recorded work this term already shows more consistent progress, though there is still room for further improvement.

Children get off to a good start in the reception classes because of good teaching and become keen and enthusiastic learners as a result. Pupils at all stages try hard in lessons and work with sustained application. They show pride in their work and enjoy most of their studies. High attaining pupils show positive responses even when the work is undemanding. The skills of literacy and numeracy are taught effectively throughout the school. The school meets the needs of pupils with special educational needs well but is less successful in meeting the needs of potentially higher-attaining pupils. The school is trying hard to secure additional support to meet fully the needs of those pupils

who learn English as an additional language. Throughout the school, too little attention is paid to giving pupils the information they need to play a key role in setting targets for improvement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad but slightly out of balance. Good attention is given to promoting literacy and numeracy skills; less attention is given to promoting ICT skills consistently. The timetable for children in the Foundation Stage does not pay enough attention to promoting outdoor play.
Provision for pupils with special educational needs	Good. The good attention paid to supporting pupils with special educational needs is assisting the good progress they make.
Provision for pupils with English as an additional language	Satisfactory overall. The school has secured voluntary help to support two pupils who joined the school very recently. Assessment of their specific needs is under way.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good attention is paid to pupils' social and moral development and good attention is given to their cultural awareness and spiritual growth.
How well the school cares for its pupils	Good overall. The school has good procedures for child protection and for ensuring pupils' welfare. The governors who assess risks on a regular basis take health and safety issues very seriously.
How well the school works in partnership with parents	Good. Parents hold positive views of the school and appreciate the good channels of communication.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Leadership ensures clear educational direction. The school is striving for improvement and its mission is well reflected in its work.
How well the governors fulfil their responsibilities	Good. Governors are strongly committed to the school and give effective support. They ensure that all legal requirements are met in full.
The school's evaluation of its performance	Good. Monitoring and evaluation is proving effective in highlighting strengths and weaknesses. There is growing use made of a range of data to assist the targeting of resources to help raise standards.
The strategic use of resources	Good overall. Within an extremely tight budget the principles of best value are applied well. Efficient use is made of additional funds, for example those spent on special educational needs. The school's use of new technology is satisfactory within a limited range. The level of staffing meets the demands of the curriculum, though there are resource shortfalls and accommodation weaknesses that have a negative impact on the quality of education being provided.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and make good progress.• Teaching is good and there are high expectations.• Behaviour is good; pupils become mature and responsible.• The school is well managed and well led.• Parents are comfortable to approach the school with any problems.	<ul style="list-style-type: none">• Homework made more consistent.• The range of extra-curricular activities.

Parents hold positive views about the school and the team supports those expressed above. A few parents disagree that the provision for homework is satisfactory and others would like to see the range of extracurricular activities extended. The inspection team judges that both of these aspects are satisfactory. A few parents told inspectors about their concerns that staff turnover and poor accommodation are affecting their children's education. The inspection team acknowledges both points and believes that the school is doing all it reasonably can to alleviate any problems and is embarking on a sensible course of action to make improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's standards in mathematics and science are very similar to the national average and slightly above in English. This picture is similar to the standards reported at the time of the 1997 inspection. Most pupils are making at least satisfactory progress in these subjects and most achieve according to their capabilities. The handful of pupils in each class who are potentially high achievers are not always given sufficiently demanding work to ensure they work at the level they are capable of, particularly in mathematics. The school is aware that this is a priority for improvement. Pupils with special educational needs are continuing to receive good support across the curriculum and make good progress as a result. Pupils who learn English as an additional language are generally making progress in line with their peers. Two pupils have been in school for a few days only and the staff are working to assess their all-round capabilities. Their level of English is low, but the pupils have settled well into their classes and prospects for making appropriate provision for their needs look promising.
2. Children receive an effective education in the Foundation Stage. When the youngest children first enter the reception class, their achievements in all assessed areas are found to be broadly average. By the time they leave reception their skills are at least at the level expected for their age and most have made at least satisfactory and often good progress in all areas defined by the Early Learning Goals. Progress is more steady than good in physical development. A significant proportion of children currently in reception are likely to exceed the Early Learning Goals by the time they join Year 1. Children who have special educational needs make good progress in the Foundation Stage because of good staff teamwork.
3. The standards achieved by seven-year-olds in the 2000 National Curriculum tests were well above average in reading and mathematics and above average in writing. The results showed an overall improvement on previous years in all tested subjects. Teachers' assessments of science showed standards to be well above average. Results overall compared favourably with all schools, including those with a similar intake. The proportion of pupils reaching higher levels in writing and science tests was average compared to all schools. Results indicate that the school is successful in enabling low-attaining pupils to achieve well. Boys achieve well in tests and the proportion attaining at or above the level expected is slightly better than that of girls in school. Boys' reading and writing results show as strengths, even though overall results dipped a little from earlier years. The school's results suggest that standards are rising at a faster rate than is seen nationally.
4. The standards achieved by eleven-year-olds in the 2000 National Curriculum tests were above average in English and average in mathematics and science. When compared to similar schools the standards were below average in English, and well below average in mathematics and in science. A high staff turnover, large class sizes and mixed age groups, plus the impact that a major building programme has had over five years have both been identified as key reasons for results not being better by Year 6. The school's rate of improvement in standards overall mirrors that seen nationally.
5. Results for 2001 indicate a broadly similar picture to that seen in 2000. Although there is slight variation between girls' and boys' results in national tests there were no significant variations between the achievement of boys and girls in the lessons observed; both worked equally enthusiastically. A thorough examination of a sample of pupils' work raised no concerns about gender differences. The learning sets in English and mathematics do have gender imbalances in that there are more girls in higher sets and more boys in lower sets. The school is monitoring the progress that individuals make, and moves pupils to different sets if needed. This is a sensible approach.
6. Standards in English are slightly above average at seven and eleven years. Pupils speak with confidence and a good vocabulary. Pupils largely develop good reading habits from an early

age and enjoy reading for pleasure and have good word-building skills. Higher-attaining pupils are hampered in developing independent research and enquiry skills, however, by the poor quality of the library, which is in cramped accommodation and has a narrow range of resources. The school's emphasis on improving writing has resulted in some good examples of creative and lengthy pieces of work, though there needs to be more attention to quality as well as quantity. In mathematics, standards are broadly average throughout the school. Older pupils work speedily and accurately with numbers, and show pride in explaining to others the strategies they use when solving problems. Younger pupils are not always given sufficient opportunity to explain their workings, or to reflect on new learning, and these are areas for development. Pupils are confident when working with data. They can draw graphs and tables and have a secure grasp of how information can be presented in different ways. For example, some good use has been made of census data to support pupils' work in history when looking at local studies.

7. The national strategies for literacy and numeracy have been effectively implemented and there has been good impact from both on pupils' learning in these aspects of mathematics and English. The setting arrangements in English and mathematics are working to good advantage in junior classes. Springboard mathematics and the additional literacy strategy are being successfully implemented with targeted groups of lower-attaining pupils, and are helping them achieve successfully. A good start has been made in identifying and targeting the progress that individuals need to make to reach their potential. However, inconsistent attention is paid to ensuring that higher-attaining pupils are given sufficiently challenging work. Some good teaching and learning was seen during lessons in junior classes, but a very detailed examination of pupils' work last year provided by the school revealed that erratic progress has been made by between 10 and 15 per cent of pupils and this has resulted in underachievement. The school is giving appropriate attention to addressing this problem.
8. Pupils are making steady progress in science to reach average standards. The curriculum is well structured and sound attention is being paid to promoting the investigative and experimental aspects of the subject. Teachers are providing interesting practical activities for pupils to *learn by doing* and this motivates good involvement and sustained concentration that is helping raise standards. Managers have yet to set targets to support teaching and learning in science and this is a missed opportunity. Standards in geography and music are satisfactory and pupils of all ages make steady progress in both. Clear improvement has been seen in design and technology, history and religious education, and standards in these subjects are good. There has been very good improvement in art and design that has led to all pupils' developing good skills and knowledge throughout the school. Pupils are creating some very high-quality pieces of work; their eye for detail is marked.
9. Standards in ICT are unsatisfactory at all ages. This situation is little changed from four years ago despite the school's endeavors to make improvement. A good action plan is in place but has been hindered largely because of circumstances beyond the scope of the school. The school has no accommodation suitable for an ICT suite and too little space in classes to accommodate sufficient computers to provide pupils with regular access to refine and practice their skills. Additionally, Pottery Primary School is not being connected to the Internet until later this year and consequently staff have not received the identified training.
10. Standards in PE are difficult to judge at the end of the infant stage of education because only one outdoor games lesson was observed. The school alerted the inspection team to the fact that that improvement in PE has been impeded by the lack of facilities. Until this year, the school's hall had been out of use for five years whilst new classrooms were built. There have been four different coordinators of PE in four years, which the school argues has hampered continuity. Development work in gymnastics and dance are both highlighted as priorities in the school improvement plan. The standards observed in junior lessons in gymnastics were unsatisfactory. This was largely because of the hall, which is too small for the number and size of older pupils and thus restricts the pace at which pupils can progress in their skills development. Standards in games are satisfactory and in swimming are good. No athletics lessons were observed during the inspection due to the season.

11. The school is clear about the fact that improvement lies in continuing to make the raising of standards its number one priority. Managers have ambitions that the school's results in national tests at 11 years will compare more positively with those of similar schools. The targets set in English and mathematics are realistic and achievable. The school is embarking on a good plan for improving standards in ICT despite shortfalls in accommodation and the very real constraints imposed by the tight budget. The raising of standards in PE will not be easy. Some of the very negative impact that poor accommodation has on pupils' progress can be ameliorated by a review of the curriculum, with particular focus on how learning groups are organised and how teaching methods may be adapted to deliver quality experiences.
12. The inspection team judges that the school has sound capacity to sustain continuous improvements.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school are good as is their involvement in class activities. Standards of behaviour are high, personal development is good, and the majority of pupils have good attendance. The quality of relationships is very good. These strengths create an environment that is conducive to learning, and therefore enhance pupils' attainment and progress. These strengths have been sustained since the time of the previous inspection.
14. Pupils like coming to school and are willing to work hard. They are eager to acquire new knowledge and skills and want to participate actively in lessons. They settle down quickly to tasks and listen carefully to their teachers and to one another. They enjoy answering questions and contribute confidently to class discussions. It is rare for pupils to lose concentration and interest in their work. Such lapses are confined to the few lessons where teaching lacks pace and sense of purpose. Attitudes to learning are positive in all age groups, and in most lessons boys and girls are equally keen to work and to do well. However, boys are slightly more inclined to be distracted and to lose concentration, particularly when required to sit for long periods on the carpet.
15. Pupils behave well in lessons. They allow teachers to teach and each other to learn. Their good behaviour promotes their academic progress. After whole-class briefing sessions they split into groups and go to their tables in an orderly manner. They work quietly on individual and group activities, making good use of their time. Behaviour is also good when pupils are out of class. They are friendly, good humoured and play well together in the playground, despite limited space for physical activities. There is some exuberance, but no examples of aggressive behaviour were observed during the inspection. Bullying is not an issue for the school, though should an instance occur it would be dealt with as a serious problem by the headteacher.
16. The rate of exclusion has been relatively high in the recent past. There were three fixed- period exclusions in 1999/00 and six fixed period exclusions in 2000/01. They reflected the presence of a few pupils who demonstrated challenging behavior, most of whom have now left the school. The exclusions, which are fully documented were warranted and are not typical of the overall quality of behaviour in school.
17. Pupils' personal development is good. Most are capable of independent learning when given the opportunity. In general, pupils are articulate, polite and considerate. They understand the need to share equipment and resources in lessons and to wait their turn to answer questions. Most pupils understand the impact of their actions on others, but occasionally a minority acts thoughtlessly or selfishly. For example, boys who play football during the lunch hour sometimes take little account of the presence of other children in the playground. However, the majority of pupils are self-disciplined and mature. There is a good response to opportunities to participate in the running of the school and to take on responsibilities, such as being representatives on the school council, school monitors or members of the 'Circle of Friends', set up to support those few pupils who are sometimes left out of playground games.
18. Pupils' relationships with each other and with members of staff are very good, creating a pleasant and civilised atmosphere that is conducive to learning. There is no friction between

pupils of different ethnic groups or age groups, and there have been no racist incidents. On the contrary, children go out of their way to help newcomers who do not speak English. In lessons they listen to teachers with respect and are willing to turn to them for guidance. They work well together in paired or group activities, and their learning benefits from their readiness to exchange ideas. Pupils also support each other in the playground, where older children are very conscientious about looking after the younger ones.

19. Pupils' attendance is good, and their rate of unauthorised absence is low. Both attendance and punctuality were good during the week of the inspection. The figures for last year were adversely affected by a handful of pupils with poor attendance. For example, the school had on roll one pupil who returned to Iceland in March 2001 and therefore was absent for the whole of the summer term.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The strengths in teaching identified at the time of the previous inspection have been sustained despite a high turnover of staff and continuing problems with recruitment and staff absence. The teaching observed during this inspection was satisfactory or better in 97% of the 95 lessons observed; 40 per cent were good and 20 per cent very good and resulted in the majority of pupils' achieving appropriately. Teaching is judged to be good overall and is enabling willing and enthusiastic learning. Pupils work hard, concentrate well and become mature and sensible learners. Pupils enjoy their lessons and demonstrate that they can work independently and responsibly when given the opportunity. The good learning habits that are now being developed systematically ensure that pupils are building skills, knowledge and understanding at good rates. This is having a positive effect on standards. Parents hold positive views about teaching and many say the reason they chose the school is because of the rich and rounded education pupils receive. A minority of parents raised concerns about inconsistencies in homework. The inspection team looked at this carefully and found the provision for homework to be satisfactory.
21. There are positive features present in teaching and learning throughout the school:
- good attention given to promoting literacy and numeracy skills;
 - very good relationships make classrooms positive places for teaching and learning;
 - the management of pupils' behaviour is good and this results in a positive climate for learning;
 - good methods are used to stimulate pupils' interest and engage their sustained application, though the setting of suitably demanding work for higher attainers is not yet consistent in all classes;
 - support staff are very well deployed and the work they do in assisting lower-attaining pupils with their work, including those with special educational needs, is helping these pupils make good progress.
22. Teaching is consistently good in reception classes; staff know and understand the Early Learning Goals and are generally planning appropriately to promote them. Teaching is more often good than satisfactory in the infant classes though two lessons were observed that were not effective because of poor management and control that led to pupils' doing very little work. Teaching is good overall in the juniors. The very best teaching was observed in Years 5 and 6 in English and religious education. In two excellent lessons here, teaching was both challenging and inspirational and resulted in pupils' working very productively and purposefully and achieving to good levels. The features of this high-quality teaching have yet to be sufficiently shared throughout the school. One unsatisfactory lesson was observed in a Year 5 design and technology lesson where the work given to pupils was not demanding enough and resulted in their coasting for much of the lesson. Work in pupils' books from last September shows good progress in Years 1 and 2. It suggests a slightly less positive picture in Years 3 to 6.
23. The progress that a significant proportion of potentially higher-attaining older pupils make is erratic because they are given insufficient challenge to enable them to reach the standards of which they are capable. The school's own monitoring flagged this up last term and pupils' recorded work this term already shows more consistent progress, though there is room for

further improvement. Marking in books is variable, where it is best it shows exactly what the pupils need to do to reach the standards expected and where improvement lies. Not enough attention is being given to levelling pupils' work and using targets to support their next steps in learning. Setting arrangements in English and mathematics in Year 5 and 6 are showing good impact but this organisation has not been extended to all year groups. The very best practice in teaching and learning in the school has yet to be sufficiently shared. A timetable of monitoring and evaluation has been established and the next step is to involve more people in observing work in classrooms on a regular basis. These are important aspects for improvement.

24. Skills of literacy and numeracy are effectively taught and there is good impact from the school's successful implementation of national strategies. Teachers make effective use of mental warm-up times to improve numeracy skills and they use sessions at the end of lessons well to assess pupils' levels of understanding. However, many do not revisit the learning objectives shared at the outset to check up on how well these have been met. Some plenary sessions were observed to be rushed and did not allow pupils time to reflect on what they had learned. Lesson plans in consequence are written to follow the national guidelines without sufficient adaptation to reflect the different levels of achievement taking place. Numeracy skills are effectively integrated into many other lessons. For instance in design and technology and science, pupils use their mathematical skills very well to estimate, to measure accurately and to produce graphs. The use of these skills is enhanced further by the good challenges in lessons, especially in the way in which pupils are given problems to solve, for example in science.
25. Literacy sessions typically begin with the sharing of text, and most teachers engage pupils' good working habits very early on by asking probing questions that stimulate thoughtful answers. It is usually the case that group activities are purposeful and productive times in which the majority of pupils get on well with their independent tasks. The practice of targeting lower-attaining groups of pupils for specific attention on building their literacy skills is working effectively. The effectiveness with which higher-attaining pupils are targeted for extended work is variable. There is good promotion of technical vocabulary in most subjects and this is a positive feature.
26. Teaching and learning in ICT is satisfactory in the aspects covered but there are gaps in what is being taught and learned by eleven-year-olds due to the school's delayed access to Internet use.
27. Children under five benefit from consistently good teaching and get off to a secure start in their education as a result. The staff in reception work together well as a team. They understand the needs of young children and generally provide a varied range of learning experiences that help children develop a good all round education and get into productive work habits from an early age. The timetable is constructed to give the children a range of appropriate experiences, however insufficient time is being given to promoting outdoor play and this is the main area for improvement.
28. The teaching provided for pupils with special educational needs is good overall and is often very good in one-to-one and small-group situations. This good quality reflects the teamwork of the well-trained support staff who know the pupils they work with well. Individual education plans have a useful structure and format and are used successfully to chart progress. This enables the necessary action to be taken during the learning process rather than at the end of the cycle. This good practice could serve well as a model for ensuring that the needs of the highest-attaining pupils are consistently well met.
29. The school is working carefully to ensure that the level of support for the very few pupils who do not speak English at home is tailored carefully to their needs. Class teachers who work with these pupils take especial care to ensure that they understand what they have to do and give them good attention to help them make progress. As yet, additional staffing to support the needs of two children new to the school has not been assigned, though a specialist part-time teacher is due to start work with the pupils on a voluntary basis in the next few days.

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

30. The curriculum for pupils aged seven to eleven makes a satisfactory contribution to the standards achieved. The range of learning opportunities is broadly based and relevant. The school meets statutory requirements to teach the subjects of the National Curriculum and religious education. However, the time available for teaching the pupils in Years 3,4,5 and 6 is less than the minimum amount of time recommended by the government. The school has recognised this and is in the process of putting things right. Also, in the same year groups, less time is given than in most other schools to science teaching. The school's focus on providing extra time for pupils' to extend their writing skills should now be reviewed in the light of improvements needed to other subject areas. The curriculum for children in the Foundation Stage is appropriate, however too little attention is paid to promoting the opportunities for outdoor physical play.
31. The school has made satisfactory progress in developing the curriculum since the time of the last inspection. Particularly good improvements have been brought about in planning for religious education. This is reflected in the higher standards seen by the present inspection team. Good strategies for helping pupils to become literate and numerate serve teachers and students well, though plenary times are sometimes too hurried and do not take time for pupils to reflect upon what they have learned.
32. The curriculum is socially inclusive and promotes equal chances for all pupils to learn. The provision for those with special educational needs is good in the Foundation Stage as well as in years 1 to 6. There are focus groups for literacy and numeracy with the lessons being taught in smaller group sizes.
33. The coordinator for special educational needs, with the help of the class teachers, writes the individual education plans (IEPs) for the pupils. The IEP targets are cross-curricular and assist pupils' learning effectively because of this. The school has recognised the need to plan more effectively for higher attainers and provide for these pupils in its planning.
34. The teachers plan together to try ensure that pupils of the same age in different classes have similar opportunities to make the expected rates of progress. Members of the teaching staff pay generally good attention to planning to improve pupils' skills of literacy and numeracy. There has been good emphasis placed in junior classes on the investigative work in mathematics but too a lesser degree in infant classes. Planning to teach ICT or to promote its use to support learning across the curriculum is not always done consistently.
35. The school provides very good personal, health and social education. The teaching of these skills, including those relating to citizenship, is planned very well. Regular lessons are timetabled for each class to ensure this provision is made. Appropriate arrangements are in place for sex education, and pupils are made aware of the dangers of drug abuse.
36. The range of extra-curricular activities that enriches the work done in lessons has increased markedly since the last inspection. There is now good provision. The links that the school has with its community increase the scope and effectiveness of the curriculum very well. For example, involvement in Belper's arts activities adds depth and quality to the pupils' work, and recently resulted in their winning a prize. Work done with local schools, such as multicultural drama events, also adds much to the quality of the opportunities offered to pupils. The school now makes further gains from helping to train student teachers who attend a nearby university.
37. Overall provision for pupils' spiritual; moral, social and cultural development is good. The school makes very good provision for pupils' moral and social development and good attention is given to their spiritual growth and cultural awareness
38. Provision of pupils' spiritual development is good. This is promoted through collective prayers said in class, or in assemblies. The school provides some knowledge of, and insights into, the different faiths and religious beliefs held by others through the religious education curriculum.

One very effective example was observed in a year 6 lesson when pupils were able to experience aspects of worship in the home and the importance of this within the Hindu religion. Although there is no planned approach across the curriculum there are times when spiritual occasions occur. In a science lesson pupils were fascinated and excited, giving rise to cries of, 'He's gone in, he's gone in,' as the woodlice try to choose their habitat. In Year 5, children were able to reflect on the feelings and thoughts of families and loved ones, and consider memories of loss and anxiety and great joy in their work recalling the World War II.

39. There is a very good framework for the promotion of pupils' moral development. All the staff set a good example for the pupils to emulate, by promoting the school's values and standards and treating the pupils with care and respect. Pupils' self esteem and confidence are enhanced in lessons and elsewhere with praise and encouragement. The school fosters the values of honesty, fairness and good behaviour. From starting school, pupils are taught to distinguish right from wrong and what constitutes acceptable or unacceptable behaviour. Consequently pupils' conduct in and out of school is very good. The school has a positive ethos of encouraging pupils to think about and care for others, especially those younger than themselves. The care of the well-kept and attractive school environment and its property is clearly taught. Classes have three basic school rules that are displayed and clearly understood and have sanctions that are deemed appropriate and fair.
40. The school provides very good opportunities to support pupils' social development. Pupils are encouraged to relate effectively to others, take responsibility for themselves and others, participate in the school and develop an understanding of citizenship. Pupils' self esteem is well promoted. The comments and responses in class are invariably valued and respected. Pupils are expected to take care of and show respect for school resources and the equipment they use in lessons and at playtimes, and respond well as a result, for example in history using artefacts, and in physical education and playtimes when pupils used a wide range of small apparatus. The school uses personal social and health education lessons well to encourage good interpersonal relationships. Visits in and around the local area, involvement in raft races, basketball bonanzas, Olympic fun days and family rambles to Chatsworth and Dovedale all help the pupils develop social skills, a sense of community, cooperation and communication. The residential visit to Whitehall Outdoor Activity Centre helps pupils experience living together as a community. The school supports a number of charities locally and nationally.
41. Provision for pupils' cultural development is good. The school provides opportunities for pupils to appreciate the cultural traditions of the area through visits to Derby art gallery, the outdoor sculpture at Carsington Reservoir, and concerts. Pupils learn about other faiths and cultures through religious education and the achievements of famous people in history; in geography pupils study the traditions and activities of life in Chembakoli, in India. Art and design lessons introduce them to the work of famous artists from around the world and music has some emphasis on learning about famous composers in music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school looks after its pupils well. It has good procedures for ensuring their welfare and assessing their academic attainment and progress. The school provides a secure, supportive environment that has a positive impact on its pupils' academic and personal development. It has made good improvement since the last inspection by maintaining and extending its support for their educational progress and general well being.
43. There is good provision for child protection. The school's procedures comply fully with national and local guidelines, and members of staff are well briefed and have a good understanding of them. Health and safety arrangements are satisfactory. The governing body takes its responsibilities very seriously. It ensures that regular risk assessments are carried out and that any defects are put right promptly. Pupils are well supervised throughout the day, and the school makes every effort to deal with the problems posed by the lack of adequate outdoor play areas. However, many minor accidents occur because children are crowded together in the playground during the lunch hour.

44. As at the time of the last inspection, the school has thorough and systematic procedures for assessing pupils' attainments, and these effectively support academic progress. It collects a wealth of information, from baseline assessments in the reception class through to National Curriculum test results at the end of Year 6, and analyses it in order to identify strengths and weaknesses and plan for improvement. Results are examined and evaluated according to pupils' ages, gender and abilities, but the school does not yet analyse pupils' attainments by ethnic group. The school keeps good records on individual pupils' achievements. There are detailed profiles for every pupil containing samples of his or her work and test results. Teachers therefore have a comprehensive overview of individuals' academic progress and are able to set suitable targets for improvement. However, this information is not always shared to the full with pupils, and this limits their understanding of what they have achieved and how they can raise their attainment.
45. The school makes adequate use of assessment to guide the planning and teaching of its curriculum. For example, assessment information is used appropriately to group pupils into sets for numeracy and literacy. In the best lessons, teachers make good use of assessment to choose activities which match pupils' attainments and extend their learning. However, this does not happen consistently across the school and, as a result, higher-attaining pupils are sometimes given tasks that do not demand enough from them.
46. The procedure for managing and supporting academic achievement for those pupils with special educational needs is very good. Excellent support is given to pupils with statements of need. The *Positive Play Programme* initiative for pupils is a very positive feature of the provision, and pupils who require this are benefiting from the experience. The school ensures the health and safety, care and protection for all its pupils well.
47. The school has effective arrangements for recording and monitoring attendance. It identifies pupils who are frequently absent and takes action to improve their performance. Arrangements for monitoring and supporting pupils' personal development are satisfactory. The only significant weakness is insufficient provision for pupils' self-assessment.
48. Members of staff know pupils well as individuals, have very good relations with them, and manage them well in lessons. These positive qualities help to promote high standards of behaviour. Pupils understand what is expected of them and, with few exceptions, want to gain the good opinion of adults in the school by behaving well and working hard. Teachers use praise, rewards and sanctions effectively, in accordance with the guidelines set out in formal policies on behaviour and discipline. There are good arrangements for recording pupils' behaviour and monitoring individuals who give cause for concern. The school brings in help from outside agencies to support pupils who have particular needs.
49. The quality of personal support and guidance for pupils is good, and is valued by them and their parents. Pupils know that there is always someone that they can turn to for advice. They have confidence in the ability of members of staff to deal effectively with matters such as bullying, and are therefore open about problems. The school successfully operates a system known as the 'Circle of Friends', which is there to help and support children who have personal difficulties. Care for pupils is also enhanced by the school's very good programme of personal, social, and health education. This now includes education in citizenship. The programme gives pupils good guidance on looking after themselves and helps them to cope with life both in and outside school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has a strong partnership with parents and carers and, as at the time of the last inspection, home/school links enhance pupils' attainment and progress. Parents hold positive views about the school and the standard of education that it provides. The majority thinks that children are happy at school, become more mature and responsible, and behave well. Most of those who answered the survey of parental opinion also say that the school is well led and managed, the quality of teaching is good and teachers are approachable. A significant minority is unhappy with the amount of homework that children are expected to do and the range of

extracurricular activities. The inspection team judges that the school makes satisfactory provision for both these aspects. It acknowledges that parents have valid concerns about the quality of the accommodation and the high turnover of teachers. In the previous academic year the latter contributed to inconsistencies in the setting and marking of homework, and is most likely a reason for the adverse responses to these issues in the survey of parental opinion.

51. The quality of information for parents is good and meets statutory requirements. The omissions from the annual report of the governing body, on which the last inspection report commented, have been rectified. There is a steady flow of day-to-day information on events in school and children's work. Parents receive regular newsletters and every day pupils take home reading diaries, homework books and home/school liaison books.
52. A minority of parents feel that the school does not inform them adequately about their children's academic progress, but their concerns are largely unfounded. The school makes good provision for formal consultation evenings at which teachers and parents can discuss progress. The quality of the annual written reports on pupils is satisfactory overall. Those relating in the core subjects of the curriculum are often of a high quality, giving parents a clear picture of their child's learning, level of attainment and his or her targets for improvement. However, standards of reporting and target setting vary considerably between teachers. In the academic year 2000/01 they were particularly uneven in Year 5, mainly because of difficulties connected with the high turnover of staff.
53. Parents have high aspirations and are keenly interested in their children's progress, as their very good attendance at consultation evenings shows. The level of parental involvement with children's learning is high. Most parents of younger pupils regularly hear them read at home. Although only a few regularly work as volunteer assistants in lessons, their help is valuable and is appreciated by teachers, particularly with regard to hearing pupils read aloud. Many other parents indirectly enhance the work of the school by acting as supervisors on trips and by providing extra learning resources via their support for fund-raising events. They also give their children a home environment that is conducive to learning.
54. The school has made good improvement during the last four years in respect of its partnership with parents. It has increased the information available to them and has successfully maintained the strengths that existed at the time of the previous inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. There have been many changes in the management of the school that makes direct comparison with the previous report difficult. A new headteacher and deputy headteacher have been appointed, together with a new senior management team this term. There has also been a high turnover of teachers with five new teachers appointed for September and many coordinators new to their management roles. During the week of inspection there were three supply and one temporary teacher working in school.
56. Since her appointment in an acting capacity in April, the now permanent headteacher has given a strong personal lead to the ethos created in school, and the educational direction. School aims are appropriately promoted in the work of the school and the mission, given prominence around the buildings, is actively pursued. The headteacher has given good attention to building a united team that is willing to embrace the positive aspects that monitoring and evaluation work brings to school improvement. Governors are very much partners in guiding the work of the school and have a very good awareness of strengths and weaknesses within provision. There has been good attention paid to examining why the standards achieved by eleven-year-olds in English, mathematics and science are not as good as those achieved by pupils in similar schools. Managers have battled for years to address accommodation problems that are having a negative impact on standards in ICT and PE and within a very tight budget ensure that planned priorities are fully financed. A good plan of action has been drawn up to guide improvement aimed at raising standards, and to ensure that all pupils receive equality of opportunity to succeed. The new senior management team has drawn up a remit that will enable them to give an influential lead to curriculum development, assessment and special

educational needs alongside their expertise as good teaching role models. As yet there has been no specific time agreed for them to be released from full-time class teaching duties to undertake their management roles and this requires review. The inspection team judges that the school has identified the right priorities for shaping its future and has satisfactory capacity to sustain improvement. Most teachers are committed to improvement and work hard to bring this about.

57. The coordinator for special educational needs (SENCO) is very effective in managing good quality provision. The committee of governors who have been appointed to oversee special educational needs support the work of the coordinator well. The finances earmarked for educating these pupils is used efficiently. There is good liaison with the special needs coordinator from the secondary school to which most pupils transfer. The coordinator is aware that a new Code of Practice will be in school soon and that there will be some new changes to tackle. The school has identified as a priority the need to extend the curricular and teaching opportunities for those pupils at the other end of the ability spectrum though it is not clear whether this is to be part of the SENCO's brief. The management of the Foundation Stage is ensuring good provision. The new deputy headteacher is responsible for leading the advancement of the teaching, learning and curriculum in the Foundation Stage and has already identified areas for improvement, for example in extending the opportunities for creative and physical play. School managers are working to provide a suitable level of support for the very few pupils who speak English as an additional language. A part time specialist is due to start work soon to help these pupils progress in their acquisition of English. In the meantime, class teachers are taking extra care to ensure that the needs of the pupils are met and that they settle well to their learning.
58. As subject managers, teachers' role is not as wide as that of colleagues in some other schools. Many have assumed subject management roles quite recently and have not yet had the opportunity to check and evaluate directly the quality of teaching, learning and curricular provision, or rates of progress and standards in other classes. What they have accomplished in the drive for raised standards is wholly acceptable so far, though the pace of change needed for ICT improvements as set out in the good action plan requires a boost. Intensive support for literacy and numeracy has involved these coordinators in supporting school improvement more than others, though more work remains to be done in English and mathematics in the drive to raise standards. The headteacher has established a three-year cycle for all subjects and responsibility areas are to be monitored, but this will no doubt require review as findings from early monitoring emerge. Collectively, staff understand the need for everyone to share the task of making improvements and school priorities centre on ways to find out about practice, evaluate strengths and weaknesses and work to enhance the school's performance. Most staff are fully ready for the challenges that more responsibility for evaluating standards across the whole school will bring.
59. Governors know what the school does well and what needs improvement. They are well involved in the life and work of the school and are supportive and critical friends. Governors receive useful information from the headteacher to assist them in the process of checking and evaluating school performance but are not yet calling upon the full range of data to help them in this work. Much committee time is taken up with financial matters because of the planning needed to ensure that key priorities are funded within a very tight budget situation. Governors have an astute awareness of achieving best value in the goods and services they procure. They also give a lot of time to considering the costs and benefits of the accommodation and have worked with senior managers to address some of the issues arising from its shortcomings. The buildings have been improved with the creation of five new classrooms but overcrowding and the deteriorating condition of older parts continues to cause problems for managers. For example, a significant amount of money has been earmarked for replacing rotten window frames, which means that it is not available for other priorities such as ICT development, for example. The school currently has no accommodation suitable for a library and the book resource is low for the number and age range of pupils. A decision has recently been taken to organise the library stock into topic boxes so that more use is made of the non-fiction materials. The absence of a library is limiting the potential for pupils to develop independent research and enquiry skills. The effective delivery of the PE curriculum continues to be unduly affected by

the poor accommodation. Notwithstanding the difficulties, governors ensure that the school meets its legal responsibilities and that it publishes all the necessary information for parents.

60. A promising start has been made to the collection and interpretation of data to show how well pupils are doing. The overall targets for attainment in English and mathematics are realistic and achievable. The school is not setting targets in science and this is a missed opportunity. The inconsistent degree of challenge provided for higher-attaining pupils, especially in junior classes, has held back the achievement of even better standards but now the available information is increasingly being used to set targets for classes, groups and individual pupils that should help in raising achievement. Systems of assessment are satisfactory in English, mathematics and science, but require more improvement in other subjects.
61. The headteacher has a secure understanding of how well the school is doing in relation to other primary schools, whether locally or nationally. She is making the necessary checks to ensure that the school is challenging and competitive. Other staff are not yet as confident about such matters although, overall, the school follows the guidance given in the principles of best value that include such checks.
62. The school has sufficient teaching and non-teaching staff for the pupils' needs, though during the week of inspection three supply teachers were working to cover for staff absence. Staff turnover has been high over the last two years and has led to some problems concerning continuity, for example PE has had four different coordinators. There is now a full complement of teachers and pupil/teacher ratios are much more favourable than when the school was inspected four years ago. Support staff are very effective in their role, especially when assisting those pupils with special educational needs who are generally making good progress against their individual targets. The office manager is highly efficient and goes about her work with a helpful and cheerful manner; she is well supported by other administrative staff who too are effective in their roles. The caretaker and his cleaners ensure that the school is kept clean and they work tirelessly to keep on top of day-to-day maintenance and decoration.
63. The level of resourcing in all subjects except ICT and PE is adequate. Some of the resources are old, however, and the buildings require much refurbishment and improvement, both indoors and out. Too few resources are available for the effective delivery of the ICT curriculum as mentioned above. The school does not yet have links to the National Grid for Learning and no time-scale has yet been provided by the local education authority. The range of resources available for PE are in need of enhancement, for example mats are in a bad state of repair. Shortfalls in accommodation continue to have a negative impact on the PE curriculum even though substantial refurbishment has taken place in school accommodation. Resource and accommodation issues hampering improvement in ICT and PE were evident at the time of the previous inspection and although some progress has been made there is more to be done. The drop in pupil numbers next year opens up possibilities for reusing a classroom for other purposes.
64. Pottery Primary School has a bright future. It is well focused on improvement and there is clear and good educational direction. Although expenditure is below average because standards are not yet high enough at the end of school it gives satisfactory value for money. The potential for good and continuing improvement is positive and the time when it will give good value for money should not be far off.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In their work to further raise standards and improve the quality of education at the school, the governors, headteacher and staff should seek to:

1. Raise standards in English, mathematics and science by:

- Ensuring that all lesson plans have clear, detailed and challenging objectives for the range of pupils in the class and especially the higher attainers;
- Making sure that plenary sessions review the learning gains made and using this information consistently to inform planning;
- Widening the use of targets, specifically in teachers' marking and the pupils' annual written reports;
- Increasing the opportunities for pupils to manage appropriate aspects of their own learning and involving them more in reviewing their own progress;
- Continuing to develop the role of coordinators to ensure that they have regular opportunities to monitor and evaluate the progress that pupils are making;
- Ensuring that the best teaching practice that results in accelerated learning is shared and exchanged;
- Exploring ways in which the curriculum can be used more effectively to widen the use of ICT to support learning, ensuring more focus is given to investigative work in mathematics in Years 1 and 2 and extending opportunities for writing at length and of quality;
- Continuing to expand the library provision which is currently unsatisfactory as a resource base for learning, due to its poor location and very narrow range and quantity of books.

(Paragraphs:1,5,6,7,22,23,24,25,34,44,45,56,58,60,9,78,80,84,88,89,91,94,99)

2. Raise standards in information and communication technology (ICT) by:

- Pressing ahead with the sensible priorities contained in the school's updated ICT development plan (June 2001);
- Ensuring that the planned improvements for networking are taken forward quickly;
- Ensuring that there are sufficient computers for all pupils to have regular opportunities to practice, consolidate and refine their ICT skills;
- Establishing a way of monitoring and assessing the progress that pupils in all years are making in the range of ICT skills required.

(Paragraphs:9,26,58,63,122,126,128,129)

3. Raise standards in physical education (PE) by:

- Looking at how learning groups may be organised and teaching methods adapted to ensure that pupils have quality experiences to develop their PE skills;
- Replacing some of the unsatisfactory resources and equipment brought to the attention of the school managers and reorganising others;
- Continuing to explore the potential for upgrading the very limited accommodation available for dance and gymnastics when funds allow.

(Paragraphs:10,11,56,59,63,134,135,139)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	95
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	38	35	2	1	0
Percentage	2	18	40	37	2	1	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	428
Number of full-time pupils known to be eligible for free school meals	14
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	60
English as an additional language	No of pupils
Number of pupils with English as an additional language	4
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	37	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	23	25
	Girls	36	37	36
	Total	58	60	54
Percentage of pupils at NC level 2 or above	School	94 (93)	97 (98)	98 (98)
	National	84(82)	85 (83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	25
	Girls	37	36	36
	Total	60	60	61
Percentage of pupils at NC level 2 or above	School	97 (98)	97 (98)	98 (98)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	25	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	19
	Girls	24	17	21
	Total	42	34	40
Percentage of pupils at NC level 4 or above	School	95 (70)	77 (57)	91 (77)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	27	16	18
	Total	31	34	37
Percentage of pupils at NC level 4 or above	School	71 (42)	77 (48)	84 (68)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	8
Pakistani	0
Bangladeshi	0
Chinese	0
White	420
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	28
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	8
Total aggregate hours worked per week	100

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

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	3	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	678,475
Total expenditure	674,392
Expenditure per pupil	1,540
Balance brought forward from previous year	-1,035
Balance carried forward to next year	3,048

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	389
Number of questionnaires returned	100

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	3	0	0
My child is making good progress in school.	66	26	6	1	1
Behaviour in the school is good.	45	48	6	0	0
My child gets the right amount of work to do at home.	34	43	17	4	1
The teaching is good.	56	40	3	0	1
I am kept well informed about how my child is getting on.	48	40	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	65	32	2	0	1
The school works closely with parents.	44	44	11	0	0
The school is well led and managed.	63	33	3	0	1
The school is helping my child become mature and responsible.	60	36	2	0	2
The school provides an interesting range of activities outside lessons.	36	40	12	5	5

NB Rows may not total 100% due to rounding

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. Children join the reception classes in September or January of the school year in which they become five years old. At the time of the inspection there were 35 children in the two reception classes. Two children have a statement of special educational need. The majority has had some form of pre-school education prior to starting school. Early assessment information in the reception year indicates a broadly average range of ability, although marginally more children are at the upper end of the ability range.
67. Provision for children in the Foundation Stage, including teaching, is good. The children settle quickly and enjoy the good range of experiences offered. They make good progress during this time, so that by the time they enter Year 1 many of the children are already working within the National Curriculum Level 1, and all are well prepared for this. One reason for the accelerated learning in the Foundation Stage is good planning which follows the footsteps identified in the curriculum for the Foundation Stage 'Firm Foundation', with the Early Learning Goals as clear learning objectives. The reception teachers work closely together, involving support staff in their joint planning. Lessons proceed at a brisk pace. High expectations of what different children can achieve further in their learning is enhanced with good motivation. Work is regularly assessed and careful records maintained. This information is used well to inform planning. As a result, tasks set are matched carefully to ensure the right level of challenge for all and children make good gains in most areas of learning. The good teaching promotes independence and builds self-esteem.
68. Good improvements have been made since the previous inspection. Smaller class sizes and increased numbers of support staff are having a beneficial effect on the children's learning. There are now greater opportunities for children to talk about their own experiences, and a much better emphasis on learning through practical experiences and play, particularly in mathematics which was a weakness in the last inspection report. There has been some improvement to children's opportunities for outdoor play and access to larger apparatus, but this is still limited to once a week when the children access the playgroup's larger toys and use the trim trail.
69. Learning resources are satisfactory, except for outdoor play provision which is unsatisfactory. Teachers have not made the best use of the available space to provide stimulating areas which encourage children to be interested and to learn. Some interesting displays are lost amongst a clutter of furniture, a lot of which is old and inappropriate for the Foundation Stage. Some thought is needed to create a more stimulating and exciting learning environment.

Personal, social and emotional development

70. Teaching in this area of development is good. Children build confidence and self-esteem. They have positive attitudes to learning and enjoy coming to school. They behave well, are friendly to one another, learning to share and take turns. They enjoy good relationships with the adults who work with them, listening carefully to instructions and carrying these out without fuss. They know that teachers have high expectations and respond appropriately. Most children are eager to answer questions and readily engage in discussions. The children are confident when accessing resources or changing for physical activity in the hall. Children having special educational needs are identified early. The good support provided in the reception classes enables these children to participate fully in all of the activities, gaining confidence and developing independence. Most children, including those with special educational needs, make good progress in this area of their development, achieving or exceeding the level expected by the time they enter Year 1.

Communication, knowledge and literacy

71. Teaching in this area of learning is good. Children are confident when speaking to the adults or others in the class because they have good opportunities to engage in conversations and extend their vocabulary. The good use of role-play, for example the baby clinic where children were seen making telephone calls, jotting down notes and 'discussing' with 'parents', is one example of the well-structured activities, with planned intervention by the adults, extending the language and quality of play. In a literacy session, children were given good opportunities to share in reading aloud 'Big Books'. Many joined in with remembered words and repetitive phrases and some could read the text for themselves. This learning was fun and early reading skills as well as speaking and listening skills were fostered effectively. The good focus on enjoyment of books is an improvement on the previous inspection. Basic writing skills are well taught with good attention to pencil control. Higher attainers are already attempting unaided writing. Teachers make learning of early phonic skills fun. Higher attainers know all of the initial sounds whilst lower attainers are gaining confidence in recognising these, knowing six or seven sounds. The higher-attaining readers know how to tackle new words. Early phonic skills are secure and the children make sense of their reading. All children enjoy books and demonstrate good book-handling skills. The majority makes good progress in developing skills in this area of learning and many will exceed the levels expected by the time they start in Year 1.

Mathematical development

72. Good teaching in this area of learning helps children to make good progress. The children count and write numbers to 10 with higher attainers counting and writing beyond this. Good use of songs and rhymes reinforce this knowledge. Many know how to continue a simple repeating pattern of shapes, and higher attainers create more complex patterns involving three shapes and colours. They can describe their pattern confidently. Teachers place good emphasis on mathematical vocabulary in discussion about the properties of common shapes. They can recognise and name 'square', 'triangle', 'circle' and 'rectangle' and higher attainers can describe key features, referring to the number of sides and corners. There are good opportunities to explore sand and water. Through these activities the children acquire good mathematical language, such as 'full', 'empty', 'half-full', 'more' and 'less'. The majority of children will achieve the expected level by the time they start in Year 1 and higher attainers will exceed this.

Knowledge and understanding of the world

73. Teaching in this area of learning is good. The many practical opportunities provided help the children to make good progress in their acquisition of knowledge and understanding. They develop scientific awareness as they mix primary colours to make other colours when painting. There is excitement and surprise as the new colour emerges. Through their investigation of objects on the autumn table children find out about fruits and seeds, handling conkers and exploring their cases using magnifying glasses. They explore the different senses and compare materials, identifying strong materials and waterproof materials in their investigations. There is a good focus on extending scientific vocabulary with words such as 'transparent'. Practical tasks such as making jelly and growing cress enable the children to explore change. Higher attainers make independent observations, labelling roots, leaves and stem on their drawings of a plant. Daily opportunities to complete the weather chart and calendar extend their understanding of the seasons, months and days of the week, and changing weather conditions. The children develop an awareness of sources of light. They recognise and know about some 'minibeasts' such as caterpillars. Through stories, children learn about Jesus and relate this to their own life, thinking about friends and people who care for them. Many know how to sequence three bears according to age and the majority could identify the old bear, giving reasons for this, developing their awareness of the passage of time. Children are developing sound skills in information and communication technology as basic skills are carefully taught. They learn to control the mouse, to drag and drop, showing an increasing awareness of early keyboard skills. All children make good progress in their knowledge and understanding of the world and many will exceed the expected levels by the time they leave the Foundation Stage.

Physical development

74. Provision for this aspect of learning is satisfactory overall. The limited opportunities for outdoor play with large toys and climbing apparatus inhibit progress in this aspect of physical development. However, they make good use of the very limited hall space to develop physical skills. The good teaching in these lessons links the learning well to other areas of learning. For example, the children reinforced their knowledge and understanding of shape as they moved in different ways, stopping on a signal and making various shapes in their lesson in the hall. The children run, skip and balance with increasing control and competence. There is good attention to safety. The teachers use examples of good practice to demonstrate, and this helps children to improve their skills.
75. The very effective support for two statemented children enables them to participate fully with much enthusiasm and enjoyment. Skills develop steadily but greater opportunity for structured outdoor play would increase the opportunities for skill development, problem-solving and creativity. Fine motor skills develop well. The majority controls pencils, crayons, scissors and brushes competently. Most children make steady progress overall in this area of learning and many will achieve the expected level by the time they start in Year 1.

Creative development

76. There are satisfactory opportunities for children to paint, print and experience a range of different art techniques. The children draw flowers and other objects from observation, print with vegetables and create textured pictures using sand and chalk. Good links are made to mathematics as they create symmetrical butterflies. The children learn to mix colours, with higher attainers explaining which primary colours are used to create other colours. Children enjoy singing and music making. They have a good repertoire of songs and rhymes. A good photographic record shows children taking turns to select and play a range of percussion instruments, conducting and composing together. Teaching in this area of learning is satisfactory and children make steady gains in their learning. The majority will achieve the expected level by the time they start in Year 1. A few children will exceed this level.

ENGLISH

77. This inspection finds that standards by the age of seven and eleven are above average in speaking and listening, reading and writing. This is broadly in line with National Curriculum test (SATs) results. However, the 2000 SATs revealed that the proportion of eleven-year-old pupils reaching the higher levels in English is below the national average and well below average compared to similar schools. Inspection findings concurred that higher-attaining pupils are not always challenged enough through sufficiently demanding tasks. In lessons seen there was no significant difference between the performance of girls and boys, although in the tests boys' reading and writing is a strength at seven, but is not sustained at eleven years of age. The school's emphasis on extending writing opportunities is making a positive improvement to the quantity of work done by both boys and girls; the focus should now be on quality.
78. Progress is good in Years 1 and 2 for all pupils. However, it is less marked in Years 3 to 6. Pupils with special educational needs make good progress throughout the school because work is well matched and they are given good support. However, higher-attaining pupils do not always make the progress they should. Factors influencing the slower progress include big classes, some in cramped conditions, weak teaching in some classes, a high turnover of staff, and disruption with the building programme where classes were taught in the hall. In spite of this the positive picture found at the time of the previous inspection has been maintained and improvements have taken place. Attainment by the age of eleven is better than it was then. The literacy strategy has been well implemented and is now helping to raise standards and ensure better progression. Resources for literacy have been improved and these contribute to the success of many lessons. Setting for English in Years 5 and 6 is also leading to better progress. However, several issues highlighted in the previous inspection remain outstanding. The curriculum has yet to address drama effectively. There are not enough opportunities for higher-attaining pupils to extend their learning or to have a role in reviewing their own progress. The marking of work remains inconsistent in quality and the use of targets in marking is not well established. Library provision is unsatisfactory as a base for learning and in terms of the narrow

range and quantity of books. The school is aware of these issues and the need to address them soon in order to raise standards further.

79. By the age of seven most pupils speak confidently and articulately. They have an increasing vocabulary and a good grasp of Standard English. Teachers build well on this in Years 3 to 6, although there are missed opportunities to make greater use of drama to extend these skills. Throughout the school most pupils listen carefully to their teachers and each other and are eager to engage in discussions. Older pupils, when given the opportunity engage in more extended conversations with confidence. Questioning skills develop well, many pupils posing sensible, relevant questions, eager to extend their knowledge and understanding.
80. By the age of seven standards of reading are above average. Many pupils have well-developed phonic skills and are confident to tackle unfamiliar words. Higher attainers read with good expression and fluency. They are able to discuss their reading and talk about a favourite author. By the age of eleven standards are maintained with higher attainers reading accurately, fluently and with good pace and expression. Lower attainers are able to self-correct but are less fluent and expressive. The majority of pupils are confident when discussing characters and plot and many have favourite authors, explaining why they enjoy them. However, the lack of satisfactory library provision is affecting the development of higher order skills. Research skills are not focused on enough by teachers and pupils do not have good knowledge of how books are classified. They use dictionaries and encyclopaedias with confidence and know how to use an index effectively. Skills such as scanning and skimming are slow. Reading records are well maintained, with parents and teachers contributing to home reading diaries. These show greater attention to poetry and opportunities for book reviews. The literacy hour provides good opportunities for reading aloud in groups and as a class.
81. Writing standards are above average by the age of seven and are below average at eleven. Pupils write for a good range of purposes throughout the school. Interesting tasks include book reviews, letters, stories, poems, 'wanted' posters and formal accounts at age 7. These are built upon in Years 3 to 6 where many pupils are adapting writing well for different audiences. Tasks include play scripts, instructions and explanatory texts, character descriptions and report writing. Throughout the school there is also evidence on non-fiction writing such as the research on the common wasp in Year 2 and instructions for making pancakes in Year 6. Grammar and punctuation develop systematically. Pupils use an increasing range of interesting adjectives in their personal writing and more varied connectives to create complex sentences. Higher attainers use words with greater precision, for example when presenting an argument about 'Global Warming'. They use factual knowledge well to construct and summarise the argument. Writing by lower attainers is brief in many cases, with weaknesses in spelling common words. Basic punctuation of capital letters and full stops is secure for most of these pupils. Although they present work neatly in many cases, some lower attainers do not use a cursive style. Work in current books indicates improving standards in Year 6 and improved handwriting and presentation skills for most pupils. Additional time outside the literacy hour is given to extending writing. Some lower attainers struggle to sustain ideas and writing for this lengthy period on top of a literacy hour. Consideration needs to be given to the organisation of writing opportunities to ensure that pupils are well motivated to write at length and of quality. Pupils with special educational needs make good gains in their learning because planning matches work well to their needs and there is well-targeted support for these pupils. Careful ongoing assessment ensures that work is appropriately matched, highlighting the school's strong commitment to social inclusion.
82. The teaching of English is good overall. No unsatisfactory teaching was seen in literacy and there was evidence of very good and some excellent teaching. However, there are variations between and across year groups. In the excellent and very good teaching, teachers are well prepared, have high expectations and promote excellent relationships that underpin the very effective learning. This creates a good climate for learning. Brisk pace and open questioning help to move the learning forward. This was the case in a Year 6 lesson where pupils were beginning to distinguish between explicit and implicit text. In a Year 3 lesson, pupils listened avidly to the well-read story. They are encouraged to think hard about who is telling the story. The class teacher scaffolds the learning very successfully, revisiting the objective for the lesson in the plenary session and involving pupils in evaluating whether it has been achieved. Not all

plenary sessions are used effectively in the literacy hour. In the best lessons, learning objectives are shared at the lesson onset, ensuring that pupils are clear about what they are doing and the purpose of the lesson. Additional support is well targeted to enable pupils with special educational needs in particular to achieve well. They work with application and enthusiasm as a result. In the weaker teaching, teachers too readily accept limited output from some pupils. The pace in these lessons is too slow and results in interest and application declining. In these lessons there is little use of time targets as a spur to learning. Expectations, particularly for higher-attaining pupils, are not high enough and result in underachievement. A weakness in the otherwise good planning is the lack of challenging tasks for higher-attaining pupils.

83. There is good evidence of the use of English in other subjects. In history, for example, older pupils have produced well-researched projects about Britain in the war years. In science, Year 6 pupils have worked collaboratively to produce explanatory booklets linked to work in classification. The use of ICT to support work in English is at not at present systematically built into teachers' planning and this is unsatisfactory.
84. English is currently managed by three coordinators, each responsible for a different strand of the subject. Whilst management is satisfactory, it is important that they maintain a broad view of all aspects of the subject. The strengths and weaknesses of English have been accurately assessed as a result of analysis of good assessment information. More effective use of this in planning is needed to improve the provision for higher attainers. Some monitoring of teaching and learning by the headteacher and coordinators has been undertaken. Further development of this is required to ensure regular opportunities to monitor and evaluate the progress that pupils are making. The present arrangement for library provision is unsatisfactory and impedes progress. At the earliest opportunity consideration should be given to reinstating an effective school library that is well resourced, as well as improving the quality of some class libraries so that they are more attractive and well-resourced learning areas which invite and inspire pupils to read.

MATHEMATICS

85. Standards in mathematics have improved soundly since the previous inspection. They are now above average by the age of seven and just about average by the age of eleven. This pattern is very similar to the National Curriculum tests (SATs) results in 2000, but rather better than those of 2001. This year, the proportion of pupils in Year 6 likely to reach the higher levels in the SATs is above the level found in recent years. Nonetheless, there are still aspects of provision where improvement can be made in order to boost standards even more.
86. The trends in improvement in standards in mathematics are clear for the infants and in the early years of the juniors. This is because these pupils have had relatively longer to benefit from the changes and improvements made, such as the positive impact that the National Numeracy Strategy has had and the setting of classes for mathematics. Older juniors are moving ahead, though the impact of improvement is less here. The school knows that there is a group of Year 6 pupils (between 10 and 15 per cent) whose successes are crucial for the overall results next year, and accepts the need to monitor them carefully. Overall, the picture of improvement is positive and standards are moving up.
87. In most cases, good quality assessment procedures are producing comprehensive data to help school managers track the progress of pupils. In the SATs over the last few years, girls have not done as well as the boys. Inspectors did not see any obvious reasons for the differences in the lessons observed, as both boys and girls showed the same effort and interest as each other. However, the school is alert to the trend and is evaluating the performance of boys and girls closely.
88. The exception to the effective use of assessment data relates to the attainment of pupils who have a particular aptitude for mathematics. Their attainment level is good, but the school does not use all of the data it collects on pupils' performance to identify clearly its expectations for them. Lesson planning is thorough and of good quality in the main, but it is not used enough to

identify the learning objectives specifically for the highest attainers. Thus, teachers do not always know whether these pupils are doing as well as they can. Currently, assessment records gathered by one teacher are not passed onto the next teacher to take the class; this is an oversight easily remedied that could help with the charting of progress over time.

89. Teachers have made a good start to their strategy for numeracy. In general, the quality of teaching across the mathematics curriculum is good, though one unsatisfactory lesson was observed in an infant class because pupils made too little progress. Particular strengths include the management of the pupils, the effective support given by classroom assistants, the use of resources and good teaching of basic skills. Most teachers share what is to be learned with the pupils at the start of each lesson, but only rarely during inspection week were these targets reviewed with the pupils at the end of the sessions. Additionally, the marking of pupils' work is not used sufficiently to show ways to improve. These things limit the degree to which pupils know how well they are achieving.
90. Mathematics lessons are interesting and motivating for most of the time. Pupils respond positively in lessons and work hard. The scrutiny of work showed particularly good learning taking place in Year 5 last year and lesson observation confirms that there are strengths in most years in school. Orderly learning is the usual experience of the pupils and relationships with staff and other pupils are good.
91. The curriculum for mathematics is carefully planned. The emphasis on using and applying mathematics in the work examined from infant classes was not as great as that in junior classes but, in other respects, all the necessary elements of mathematics are covered well. The use of ICT to support the development of mathematical skills and knowledge is a weakness that the school acknowledges. The shortage of suitable resources for ICT is a priority that the coordinator is concerned to improve and he has some firm ideas for ways to do this. The provision for pupils with special educational needs is good and they make steady progress. The few pupils who do not speak English at home are supported as well as staff are able in mathematics lessons, given that there is little additional staffing available to assist them in their first steps towards speaking effective English.
92. The management of mathematics has moved forward between the two inspections. The coordinator maintains a cheerful approach to his work and is positive in his attempts to bring improvement to mathematics. For the future, more focused monitoring of the quality of teaching, learning and standards is required, but the school knows this. There is good commitment to improvement amongst the staff and prospects for future gains look secure.

SCIENCE

93. At age seven and eleven, pupils attain broadly average standards. The teachers of seven-year-olds in 2000 assessed standards as above average. Inspection evidence broadly reflects the results gained by eleven-year-olds in 2000, which were average compared to all schools and well below average in relation to similar schools.
94. Standards have been maintained since the last inspection despite staffing difficulties and a major building programme. Satisfactory improvements to the curriculum, and the effectiveness of the coordinator's checking of the work done in science, have contributed to this. Action has been taken to increase the accuracy of teachers' assessments of standards. The school has yet to ensure that higher-attaining pupils are given suitably difficult work to do as often as possible. This results in these children making unsatisfactory progress over their time at school.
95. Seven-year-olds know much about plants and creatures. In plant surveys, they begin to distinguish between different species and consider the conditions that they prefer. They sort animals into groups according to their special features. In lessons about human development seen during the inspection, pupils in Year 1 realised that their teachers would probably not get any taller. The scrutiny of pupils' past work shows, however, that pupils do not record their observation of experiments carefully enough, or use tables to help them do this.

96. Pupils aged eleven understand the properties of materials well. For example, they know that some fizzy drinks are made of gas, fruit juice and water. They begin to understand series and parallel electrical circuits. However, weaknesses in investigative work are apparent. Pupils predict the outcomes of experiments confidently, and when they draw conclusions they do so well, but they do not explain how they make tests fair. Nor do they discuss variables and make it clear how they will alter one without affecting the others.
97. The quality of teaching is satisfactory overall. No unsatisfactory lessons were seen, and good or very good teaching was seen in both the infant and junior classes. Teachers are promoting numeracy skills well in science and this is a positive feature. Most teachers choose good methods for getting ideas across. This was notable in a lesson for pupils in Year 6 about electricity, in which they were asked to find another child holding the symbol that stood for the component their card had written on it. This helped the pupils to learn more effectively. Another strength of the teaching is the skilful management of classes shown by most teachers. Their firm control is exercised in the context of good relationships with pupils and, in the best teaching, this is complemented with touches of humour. This gives rise to the positive attitudes that pupils showed during the inspection. Pupils frequently settled to their tasks quickly and concentrated well in the lessons observed. Those with special educational needs are supported well and make good progress.
98. The scrutiny of pupils' past work gives evidence that some teachers have low expectations of pupils' investigative capabilities. Pupils are sometimes *spoon-fed* by being told what to write about the experiments they carry out. This reduces opportunities for them to develop independence and devise their own recording formats. Also, teachers do not ensure often enough that pupils draw effective conclusions about the tests that they do. Although most mark pupils' work regularly, not enough guidance is given to ensure that pupils know what to do to improve. Although teachers plan together, the analysis of pupils' work shows that those of the same age group in different classes do not always cover the same ground.
99. The work of the coordinator, particularly in improving the quality of teaching, has a positive effect on standards. A good range of equipment helps pupils to gain skills, knowledge and understanding effectively, though the use of ICT to support science work is limited. Unlike English and mathematics the range of monitoring undertaken has been limited. There is no target setting in science and this is a missed opportunity to raise expectations and support a further boost to standards.

ART AND DESIGN

100. The school has made good progress in improving the curriculum and teaching in art and design since the last inspection. The result of the hard work that has been put into the development of the subject is to be seen in the good, and sometimes very good, standards achieved by the pupils.
101. By the age of seven and eleven, standards in art and design are good. The scrutiny of work completed last year shows that standards were very good in Years 1 and 5. The collection of artwork in folders and books contains some impressive work and, in one Year 6 lesson, inspectors observed that virtually all pupils in the class were producing work of high quality. In this lesson, the pupils were using commercial artwork to develop techniques of showing human figures moving in different ways. Single brush strokes were used to give a fine line but also a liveliness that made the figures leap off the page. Similar care was shown by Year 1 pupils in their art and design lesson when they investigated the qualities of different art materials when drawing faces. Graphite pencils were a universal favourite after one pupil said that this was an ideal material for drawing hair.
102. Skills and knowledge are built well in art and design. The coordinator is working with her colleague who leads design and technology (DT) to identify the common strands in the two subjects. There is already a strong link between art and design and DT to give good emphasis to the design aspect of the work and to three-dimensional work, which is now much better than at the time of the previous inspection. Pupils become familiar with and, in some cases, near-

expert users of a good range of materials; they master a variety of techniques and produce work that reflects careful composition and deft brush, pencil or other instrument control. There is a limited amount of computer use to support the development of skills, knowledge and understanding, though it was observed to good advantage to support some overlaying of symmetrical shapes in the style of Paul Klee in Year 6. The low use of ICT to support artwork generally is due both to the shortage of computers in total and the lack of suitable software for art and design. The coordinator is aware of this issue and has firm plans for future improvement in this sphere of the subject.

103. Teaching quality is very good in art and design and is a strength of the school. Staff have very good subject knowledge, they teach basic art and design skills most effectively and have high expectations. The identification of learning outcomes for the most-talented pupils and the reviewing with pupils of what they have learned at the end of lessons are the two aspects of teaching for further refinement. Because teaching is very good, learning is very effective. Pupils work hard in lessons and there is usually infectious enthusiasm for the work. Teachers are caught up in this atmosphere and the sense of enjoyment is strong. Pupils are keen to learn and respond very well.
104. The curriculum for art and design is rich, relevant and rewarding. It has been improved greatly since the 1997 inspection. The management of art and design is in the hands of a very successful, supportive and friendly coordinator. She works hard to keep the pace of improvement brisk. Her approach to the management of the subject inspires confidence in her colleagues. Closer monitoring of the subject is her next priority but, overall, the subject is safe in her hands and art and design makes a very strong contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

105. Standards in design and technology (DT) have been maintained at the good level expressed in the 1997 inspection report. There has been good improvement made to the subject in the last four years and, today, DT holds a strong position in the overall curriculum.
106. Standards in DT are good at the ages of seven and eleven. This is true of all aspects of the subject, whether the planning and design, making or evaluation and improvement stages. The full range of these aspects is introduced early in the infants and the scrutiny of work and observation of lessons showed how carefully pupils worked to produce designs that were used as a sure foundation for the actual models. This focus on skilful interpretation of designs is maintained and enhanced in junior classes. As in art and design, Year 5 pupils last year showed some of the best progress in the subject. The quality of the model NASA rocket launchers on display is high and the instruction book to accompany a model wheelbarrow is singularly original and of great insight. Other models from Year 1 to Year 6 are of good quality and the supporting planning and evaluation sheets thorough, detailed and the result of good personal effort and interpretation.
107. Pupils make good progress in DT throughout the school. This is due to generally good teaching in infant and junior classes that focuses well on the teaching of skills, makes good use of tools and materials, and shows good expectations and well-honed teaching methods. Improvements are still required in planning to ensure the needs and capabilities of the highest attainers are met in full and in the review with all pupils of the shared lesson objectives at the end of sessions. One unsatisfactory lesson observed in a junior class was largely because too little demand was placed on pupils improving their skills and a significant number coasted during the lesson. The coordinator is aware of such issues and is ready to work actively with colleagues to bring about the necessary advancement.
108. The management of DT is good. The coordinator is committed, aware and successful. The genial way in which he approaches his work is refreshing and staff are supported well in their endeavours to improve provision and standards in the subject. Assessment of skills and refined monitoring of standards, teaching and learning are the next steps for the coordinator in his bid to keep improvement strong. The use of ICT to support work in DT is not as evident as in many schools and the school recognises this. There is every reason to believe that DT has a very secure future and that even higher standards will be achieved.

GEOGRAPHY

109. Standards in geography are at the level expected for seven-year-olds. Standards in Years 3, 4 and 5 are above those expected for pupils of these ages and pupils make good progress in geographical knowledge, understanding and skills. There were no geography lessons taking place in Year 6 during the inspection, and very limited written evidence saved by the school from the previous year. Discussions with pupils show that pupils are on track to achieve what is expected of them. The good teaching identified by the previous inspection has been maintained. An additional improvement is that teachers no longer rely on too many printed worksheets. A new policy, the school's adopting the recent curriculum guidance, and planning changes made to the localities studied have all contributed to the good improvement in geography since the previous inspection.
110. By the time the pupils are seven years of age they have some understanding of places other than in the local area as they compare Carsington and Hognaston. They know they live in Belper in England and they are aware of some of the local features through the walks they take around school. Pupils have written booklets, '*What's it like to live where you live*', and have identified clearly the things they like and dislike about the area. After reading about Katie Morag and her two grandmothers, they compare life in their area to that in the Isle of Struay.
111. Pupils in Year 3 begin to recognise local landmarks, have a clearer view of life in and around their local area and build up skills studying and drawing routes and plans. They realise that this area has a long history as they recognise the Nailers, Mill and River Gardens. Their work on weather around the world has given them a better understanding of the rainforest, the desert, the monsoon, and the coldness in the polar regions. This work has developed their mapping skills. Pupils are confident using atlases.
112. Work in Year 4 is of good quality. Pupils build on what they know about the local area and compare this with Chembakoli. They understand the advantages and disadvantages of life for children in an English village before comparing this with Chanda's day in the Indian village. The pupils' work about the local environment shows how well these pupils have understood the problems of noise and waste and has given them the opportunity to discuss how to prevent trespassers coming into the playground.
113. Year 5 pupils build on their knowledge of weather and begin to look at climate. A study on water investigates the oceans, lakes, and inland seas as well as its use, treatment to make water drinkable and water transportation. Pupils are able to name sources of water locally and some are able to find water sources on a map using six figure grid references, whilst others are capable of using four figure grid references. The support of pupils with special educational needs is very good. The pupils' knowledge and understanding of places is extended through a well-planned and resourced study of Skegness.
114. Coordination of the subject is good. Lesson plans have clear objectives but these do not always meet the needs of the higher attainers. At the end of lessons a review of the learning gains made does not often take place and this is a missed opportunity for pupils to assess their own learning gains and reflect on the progress they have made. As yet the use of ICT to assist geography studies is limited. There are no formal procedures for systematically assessing and recording the progress pupils make and this is an area for development.

HISTORY

115. Standards are above the level expected for the pupils aged seven and eleven. The previous report four years ago found that standards were generally in line for seven-year-olds. The improved standards indicate good progress since then. This is largely due to a complete review of the history curriculum policy, together with monitoring and evaluation of teaching and planning by the coordinator. The adoption of the most recent curriculum guidance is a positive feature in informing teachers' medium-term planning. The teaching observed during the

inspection was of good quality with some very good features, and demonstrates good improvement from the varying quality of teaching reported at the time of the last inspection. One lesson was not effective because of ineffective management and control.

116. By the age of seven, the pupils have an understanding of how some things have changed in their own life since they were born. The topic on toys in Year 1 identifies dolls as favourite toys for inside but bicycles for outside, 'Beano' the favourite comic, and 'Monopoly' the favourite game. Very good teaching extends their understanding of the past. Children are given the opportunity to develop language, for example 'modern' and 'old fashioned' rather than 'old' and 'new', and recognise copies and replicas of old toys, giving reasons why the toys on display in the classroom represent a past age. Through the study of people and events the pupils know significant facts about the lives of Florence Nightingale, Guy Fawkes, and The Great Fire of London.
117. Year 3 pupils show great enthusiasm in their lessons about the Ancient Egyptians. Their interest has been sparked through the good displays of pictures, books and artefacts in the classrooms. Pupils are amazed to learn that the Rosetta stone is housed at the British Museum and that it is 2100 years old. Pupils' understanding of Egyptian life is improved as they observe and discuss their findings from the wide variety of artefacts available. Pupils show respect when handling objects and gain pleasure from learning about and from the past in this way.
118. Pupils in Year 4 study the way of life of the Victorians in depth. Written work shows very good coverage of inventors, life in the cotton mill, transport, roads, canals and railways, as well as care in the presentation of work completed. Children write about, *A Day in the Life of a Cook*, and report that food from the workhouse at Litton Mill was *porridge and onions*. A video shows pupils enjoying themselves in a *Victorian Music Hall* production. Very good use is made of census material relating to Long Row in 1851 and 1891. This work complements the mathematics curriculum as pupils collect data analysis and draw graphs and pie charts. The very good fact-finding lessons observed helped pupils collect information from a range of sources and successfully draw conclusions about the similarities and differences of rich and poor children.
119. Year 5 pupils have used a variety of sources to gain a clearer understanding of life since 1930. A member of the local community shared her personal experiences of being a child during World War II. Pupils learn about gas masks and why they were needed, the air raid shelters and the incendiary bombs. Pupils look in detail at a child's memory of evacuation and imagine the effect of being evacuated. Links to literacy, for instance reading *Goodnight Mr. Tom*, and very good displays of newspaper clips of *How the news broke out in Derby*, all help to further understanding. Pupils' interpretations of this day and their feelings are explored. '*I am extremely sad, worried, I switched the wireless off as soon as Neville Chamberlain said, 'We are at war', Legs like jelly, tingly feeling,*'
120. *The Tudors* are taught well in Year 6. Pupils are able to place events in a chronological order and have a good understanding of the character of Henry beyond his physical features. Some pupils have been watching the television programmes of the wives of Henry VIII and what happened to them and share their understanding well in class discussion.
121. Leadership is good and through his detailed monitoring work, the coordinator is aware that there are a number of aspects that would benefit from further improvement. Planning has yet to reflect the wider use of ICT to support learning and not all history lessons have clear, detailed and challenging objectives set for the high attainers. In order to raise the standards further, more consistent use should be made of the end of lessons to review the learning gains made and to use this information to better inform planning. There is no ongoing system of assessment in history. The level of resourcing in history, though adequate overall, includes a limited range of books that would widen the scope for pupils to research information for themselves.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Pupils' standards in information and communication technology (ICT) are below those expected nationally throughout the school. This is because there are not enough computers to allow them to develop their skills effectively and, at the moment, pupils do not have access to the Internet as required by the National Curriculum. The very tight budget has meant that money has not been available to buy enough machines, and a lack of space means that the existing computers cannot be put together to create a special computer room or 'suite' as the school would like. The school's progress in developing its provision has also been hampered by a high turnover of staff, changes of senior managers and the lateness of the local authority's bid for national funding.
123. Adequate improvements have been made since the last inspection within the constraints outlined. A good partnership with a local secondary school has increased the learning opportunities that pupils enjoy. A teacher from that school spends half a day each week at Pottery Primary, working alongside staff and providing specialist equipment to ensure that the National Curriculum for ICT is covered. Wiring to allow the school's computers to be used as part of a network has been put in place, but the machines need adapting to enable them to share programs.
124. Pupils in Years 1 and 2 use computers to write prose about subjects such as themselves or their favourite teacher or football player. They compose poetry. One seven-year-old chose *Walking Through the Jungle* as her title. Pupils work with art programs to produce pictures of underwater scenes, but no evidence was found of pupils working with sound or producing tables of information.
125. In Years 3, 4, 5 and 6 pupils extend their literacy skills using computers. For instance, those in Year 5 write election manifestos. Pupils in Year 6 record information about science experiments on air resistance, and work out the cost of parties they are planning. They know that computers can be linked to external devices such as microscopes. Some use digital cameras and have experience of incorporating the resulting photographs into text.
126. However, most classes have only one computer. This means that over the school as a whole there is only one computer for every 35 pupils. Inspection evidence shows that in some classes these machines are not used to the maximum because teachers do not plan to include them in lessons as often as they should. As a result, pupils' progress is unsatisfactory.
127. Not enough lessons were seen to judge the quality of teaching of pupils in Years 1 and 2. In the only lesson observed the teaching was good. Lessons for those in the junior classes are of satisfactory quality. Teachers explain things clearly and question pupils well to help them to understand. Sometimes, though, they do not take effective action to make sure that everyone can see the screen when they, or a pupil, are demonstrating what to do. Pupils have good attitudes to working with computers. In a lesson for Year 6 about creating designs, pupils were confident in asking questions and commenting on what they learned. This helped their progress.
128. Pupils get barely adequate opportunities to use computers to develop skills in other subjects, largely because of hardware and software limitations. However, some good examples of this were evident in teachers' planning; for example, Year 4 pupils' use of the 1851 census in history, and Year 2 art work to create paintings in the style of Mondrian. However, in practice, in some lessons such as learning about Ancient Egypt, the use of ICT could have potentially enriched the experiences for pupils.
129. The coordinator has worked to improve the quality of teaching through regular training sessions for staff. She has put in place a sensible action plan to guide improvement. These strategies have helped to increase the use of computers, particularly in developing literacy skills. However, the teachers have not yet received training as part of a government funded national programme. Some teachers still lack confidence, and a scrutiny of their short-term planning showed that some do not always make appropriate provision to teach this subject.

MUSIC

130. Standards in music are at the level expected at the end of Year 2 and Year 6. Standards have been maintained since the previous inspection. Overall, pupils make satisfactory progress, including those pupils with special educational needs and those with English as an additional language. Since the previous inspection the school has adopted the national guidelines as a basis for a scheme of work. Some improvement has been made to resource provision, particularly listening materials, and the storage of music resources has improved so that they are more easily accessible. The lack of hall space continues to restrict opportunities for singing and performing. The next steps for the school to take include providing the training needed by some teachers who lack the necessary knowledge and skills to teach music as effectively as other teachers in the school. In addition, skills in composition could be further improved and more effective use made of assessment opportunities to further inform teaching and learning.
131. Teaching is satisfactory overall. The school draws well on the expertise of peripatetic musicians to enhance provision in Year 5 and 6. Pupils listen carefully and follow instructions. They enjoy singing and performing with instruments. Whilst some lessons start promptly, making the most of the time available, others begin late and proceed at a pedestrian pace. This affects the amount of progress made. Where teachers have secure subject knowledge, pupils acquire and extend their musical vocabulary. In a Year 4 lesson, for example, pupils used terms such as 'ostinato' and demonstrated confidence in their use of notation to record simple rhythm patterns. By contrast, in a Year 1 lesson, pupils had little practical involvement as the teacher created sounds using a variety of objects. Pupils were required to guess what had been used to make the sound. Low expectations of the teacher resulted in low level tasks which failed to challenge many pupils, particularly higher attainers. Limited learning took place with no extension to pupils' musical vocabulary. Throughout the school pupils sing with enjoyment and enthusiasm. Singing is reinforced in assemblies and through the school choir, which involves a good number of pupils. Year 6 pupils performed a simple two-part song 'Zum-gali-gali' rhythmically and with good expression. When asked by the teacher how it could be performed differently they were full of ideas. However, there were missed opportunities to enable pupils to work in groups in order to put their creative ideas into practice because the teacher lacked the skills to develop this well. Lack of preparation in this lesson meant that the planned use of instruments did not happen.
132. Pupils with special educational needs are well supported in lessons. Ongoing assessment and help from support staff enables such pupils to participate fully in lessons, often with much success. Good links are made to other areas of the curriculum. For example in Year 5 links are made to the *Great Fire of London*, as pupils perform *London's Burning*. In this lesson, pupils are given the opportunity to write their own words to familiar tunes and perform in small groups. They work together well, clearly understanding the rules for group work. Good use of time targets moves the learning on effectively. Pupils are kept on task because the teacher returns to the lesson objective at regular intervals. Pupils are able to develop their musical ideas, linking words with their science topic, *space*. They work with sustained effort in this lesson and have opportunities to improve and evaluate their performance. In all year groups pupils have good opportunities to appraise various pieces of music such as *Carnival of the Animals* and Holst's *Planets Suite* in Year 5. Pupils listen carefully and attentively to music played on entry and exit in assembly. They learn to appreciate the music of famous composers, to recognise different kinds of music and to respond to them with interest and thought. The use of information and communication technology to support music is limited at present.
133. The coordinator has good expertise but, based in the Foundation Stage, she is limited in her capacity to support classes through specialist teaching. Recordings of musical achievements are kept as evidence. Although assessment opportunities are identified on planning, the planning itself is superficial and assessment is not used as effectively as it could be to inform teaching and learning. The coordinator is enthusiastic and has a good knowledge of the strengths and areas to develop in the subject. Music makes a good contribution to pupils' spiritual, moral, social and cultural development. The school provides good opportunities for pupils to perform both within school and in the local community. For example, the choir sings to the *Stroke Club* at Christmas and performs in church for the school production. Visitors to

school also contribute to pupils' personal development in music. The school successfully produced a compact disc to celebrate the millennium.

PHYSICAL EDUCATION

134. The situation in PE is very similar to the time of the previous inspection. There have been a number of coordinators in the intervening years, which has led to some discontinuity which the school fully recognises. Although the school plans to teach the full National Curriculum programmes of study, it was possible to see lessons of games activities only for pupils in the infant classes, and gymnastics and swimming in the junior classes. Standards in swimming are above the level expected. The vast majority of pupils are able to swim at least 25 metres unaided by the time they leave the school. Standards in games are at the level expected by age seven. Standards in gymnastics by age eleven are below the level expected. Pupils gain valuable experience of outdoor and adventurous activities, such as abseiling and canoeing, during residential trips provided by the school.
135. Since the last inspection, the construction of new classrooms has allowed the hall to be used for physical education lessons, but only for the last 18 months. However, the size and shape of the hall restricts the work that all but the youngest pupils can do in gymnastics and dance lessons. This has a direct impact on the standards they are able to achieve. The weaknesses identified in the last report, concerning written guidance to help teachers plan and monitoring the quality of teaching, have been successfully addressed by the new coordinator. Other improvements include a significant increase in the extra-curricular opportunities for sport. The potential for adapting teaching methods and examining the grouping of pupils has yet to be explored fully to ensure that pupils receive quality learning experiences in PE.
136. In games activities, pupils aged seven show appropriate skill in throwing and aiming pieces of small apparatus such as bean bags. They use the space on the playground well and can retrieve objects whilst on the run. They work together well and compete keenly. They are good listeners and respond quickly to the teacher's instructions.
137. Pupils and teachers do the best they can in gymnastics lessons for the junior classes. Eleven-year-olds show a good deal of interest in improving their skills. They listen well, work in a controlled way and try hard. They understand some of the effects of exercise on their bodies and the need to warm up and cool down. However, the effects of a lack of suitable opportunity to practice are clear. Their performance of simple movements such as forward rolls is unsatisfactory, and they do not understand how to position their hands when doing backward rolls and headstands.
138. Teaching is of satisfactory quality. Demonstrations are used well and teachers involve pupils appropriately in watching and appraising the performance of others. Pupils behave well, because teachers have high expectations of them. However, teachers sometimes do not stand in the best position to talk to the class. As a result not all the pupils can hear coaching or instructions well. The school has identified the need to develop teachers' knowledge of gymnastics and dance.
139. Other factors hinder work in this subject. The school has no field of its own. Two grassed areas are used by the school, but one is some minutes walk away, and the other is a public open space not well suited to use by pupils. Overall, there are enough learning resources to enable physical education to be taught effectively, but the provision of gymnastic apparatus is unsatisfactory. Much of the equipment is old and it provides few opportunities for challenging work at higher levels. There are too few mats of similar thickness. The condition of many is poor. The school is aware of the need to take a closer look at the way in which equipment is stored in the hall.

RELIGIOUS EDUCATION

140. Standards achieved in religious education (RE) are above the expected levels throughout the school. Teaching is good and all pupils are making good progress. This demonstrates good improvement since the previous inspection when attainment and progress were in line and teaching was generally satisfactory. Improvement is mainly due to the new scheme of work being introduced which draws well on the recent curriculum guidance as well as the Derbyshire Agreed Syllabus, *All our Worlds*. This has given teachers a better understanding of different faiths, and provided many more strategies for follow up activities rather than relying heavily on photocopied work sheets. Clear links to prior learning embedded in each topic enable pupils to consolidate their prior learning more effectively. Some good quality pieces of empathic writing were evident in older pupils' RE books and this is assisting with their literacy skills development too. Within this positive picture there is still room for ensuring that higher-attaining pupils are given consistent levels of challenge in the work they are set and for extending the use of ICT within RE lessons.
141. By the age of seven, pupils are well aware of Christian festivals and the birth and life of Jesus. They know that baptism is a sign of welcome into the church and the Christian family. As a result of a visit to the local church, pupils are able to identify, explain and make accurate reference to the significance of the cross, chalice, font, pews and pulpit. This knowledge is built on further in Year 4 when pupils visit the different churches and independently, or in a group, present a booklet, *All about Churches in Belper*. Six-year-old pupils are beginning to identify special journeys that the living and non-living make.
142. By the age of eleven, pupils understand the significance of other religious festivals and events such as Passover, Diwali, Ramadan and Pilgrimage and they are beginning to understand Jewish, Hindu and Muslim traditions.
143. Love, respect, feelings, signs and symbols, and beliefs are all qualities being taught successfully in Years 3 to 6. For instance pupils write about the feelings of the disciples in the garden of Gethsemane: '*I felt so tired, worried, sad, scared, brave, frightened, puzzled.*' Prayers are written about forgiveness and love for enemies and neighbours. Interviews take place with a shepherd, and pupils question each other about their belief in God and Jesus. There is a challenge for pupils to consider how dependent we are on the world's resources.
144. In an excellent lesson observed in Year 6, the pupils were able to experience aspects of worship in the home and the importance of this within the Hindu religion. This lesson reinforced the previous learning about the gods and goddess and what they represent. It gave time for reflection for the pupils to think about what they would wish for; kindness, protection, creativity and peace are popular choices. Pupils showed their respect as they presented their gifts and began to meditate. Overwhelmingly they wished for world peace. Their open-ended questions posed at the end of the lesson showed how clearly they understood the mystery of faith.
145. Pupils enjoy their work and are keen to discuss their views during activities. Some of the units the pupils study have a spiritual world-focus which helps to cultivate the pupils' spiritual development.
146. Religious education is well managed and resourced by an enthusiastic, confident and hard-working coordinator who provides support for all staff. She is aware of the needs of the curriculum and is waiting for the new agreed syllabus before revising the scheme of work to include information and communication technology. At the present time there are no planned opportunities for monitoring and evaluating standards, pupils' learning and teaching. Some community links have been established to support teaching and learning in religious education but the coordinator is looking forward to extending further the links with the community.