

INSPECTION REPORT

LIDEN PRIMARY SCHOOL

Swindon

LEA area: Swindon

Unique reference number: 131901

Headteacher: Mr Paul Kohn

Reporting inspector: Dr Melvyn J Bradshaw
6169

Dates of inspection: 27th February to 2nd March 2001

Inspection number: 230417

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 to 11 years
Gender of pupils:	Mixed
School address:	Liden Drive Swindon Wiltshire
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Telephone number:	01793 531025
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr Trevor Durrant
Date of previous inspection:	20 th November 1995 (Junior) 1 st December 1997 (Infant)

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6169	Dr Melvyn Bradshaw	Registered Inspector	Mathematics (support)	What sort of school is it?
			Science	The school's results and pupils' achievements
			Geography	How well are pupils taught?
				What should the school do to improve further?
9079	Mrs Ann Moss	Lay Inspector		Pupils' attitudes, values and personal development?
				Care aspect - How well does the school care for its pupils?
				How well does the school work in partnership with parents?
3505	Mrs Christine Hall	Team Inspector	English (support)	How well is the school led and managed?
			Art and design	
			Design and technology	
			Music	
23048	Ms Diane Wilkinson	Team Inspector	English	SMSC aspect - How good are the curricular and other opportunities offered to pupils?
			Religious education	
			Special educational needs	
			English as an additional language	
19320	Ms Catherine Kickham	Team Inspector	Science (support)	Curriculum aspect - How good are the curricular and other opportunities offered to pupils?
			History	
			Physical education	
			Under fives	
			Equal opportunities	
11772	Mr Michael Yates	Team Inspector	Mathematics	Assessment aspect - How well does the school care for its pupils?
			Information and communication technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 388 pupils who attend full-time from Reception to Year 6. About 52 per cent of pupils are girls. Children usually enter Reception part-time in September, becoming full-time either early in the autumn or spring terms, depending on the child's birth date. The school's roll changes significantly during the year; about 15 per cent of children leave or join at other than the normal time. The majority of pupils (about 97 per cent) are from a white ethnic background. Ten pupils have English as an additional language, but all are competent in the language and can join in all lessons fully. The background of pupils is about average; 31 pupils (eight per cent) claim free school meals, which is below the average. Pupils come from a wide range of backgrounds, the majority live in owner occupied, but relatively low cost, homes, although a sizable minority are from rented accommodation, including high rise flats. The number of pupils identified as having special educational needs is about average; 91 (23.5 per cent) pupils are on the register of special educational needs (SEN), of these five have statements of SEN. Attainment on entry is generally about average, although it is higher for children who joined Reception this year. Liden Primary School was formed in September 1999 by the amalgamation of Liden Infant and Junior Schools. This amalgamation was, in part, due to the falling rolls the two schools were experiencing. Throughout this report, reference to the previous inspection relates to the reports for each school.

HOW GOOD THE SCHOOL IS

Liden Primary School is an increasingly effective school, and is improving. Children enjoy their time in the school and are making at least satisfactory progress, and good in subjects such as science, design and technology, art and design and music. Attainment is about average by Years 2 and 6, and is improving. By Year 6, attainment is higher in science than English or mathematics. The school cares for its pupils well, and promotes their personal development effectively. A good ethos for learning has been developed. Teaching is good overall, particularly in Reception and Key Stage 2. The management of special educational needs is excellent, and the school provides well for these pupils. The headteacher, supported by staff and governors, is providing the school with very good leadership. The school has broadly average income; it uses its resources very well and provides good value for money.

What the school does well

- The leadership and management provided by the headteacher are very good; he is very well supported by the Governing Body which has an excellent understanding of the school's strengths and weaknesses. Financial management is excellent.
- Teaching is good overall, especially in Reception and Key Stage 2, this is resulting in an improvement in pupils' attainment by Year 6.
- Standards by Year 6 are high in science, design and technology, art and design and music.
- The personal and social development of pupils is supported well, they are encouraged to take on a wide range of responsibilities and this helps to achieve good behaviour.
- The management of special educational needs is excellent; the provision for, and support given to, these pupils help to ensure they make good progress.
- The quality of care and support given to pupils is high.

What could be improved

- The number of pupils achieving high standards in English and mathematics is not high enough.
- Although the quality of teaching is good overall, there are inconsistencies between some classes.
- Attendance levels are too low.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Liden Infant School was inspected in December, 1997 and Liden Junior School in November, 1995. The junior school was found to have a range of important weaknesses. Since then, there has been good progress, including the successful amalgamation of the two schools, evident in the effective teamwork. The vast majority of the areas of weakness identified in the previous reports have been dealt with, many successfully. Attainment and progress have improved in English, mathematics and science in Key Stage 2. This has resulted in a significant increase in the number of pupils gaining Level 4, and also an increase in those achieving the higher Level 5, especially in science. Music has improved throughout the school, and standards are now above average. In design and technology, attainment is above average by Year 6. Attainment in information and communication technology has improved and, by Year 2, standards are about average, and a little below in Year 6. Provision for both geography and history has improved, and standards are now satisfactory. Almost all teaching is at least satisfactory, and much is good or better. There has been a notable improvement in Key Stage 2 where, previously, the teaching of about one third of lessons was unsatisfactory. Better planning and assessment, together with well developed cross-curricular links, have helped to support pupils' progress. Monitoring of teaching and pupils' work by the headteacher and other staff has improved. The school provides a daily act of collective worship. The information to parents in the school's prospectus does not yet meet all requirements, but a new one is to be produced for when the school enters its new building in September. There is still insufficient use of the outdoor environment for children in Reception.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	N/A	N/A	D	D	well above average A above average B average C below average D well below average E
mathematics	N/A	N/A	C	D	
science	N/A	N/A	B	A	

Over the period from 1997 to 2000, the school's results, at the end of Year 6, have improved significantly. The improvement has been strongest in science. In 2000, in English, results were below the national picture, in mathematics they were similar to the average, while in science they were above the average. Compared with similar schools, that is schools with between eight and twenty per cent of pupils claiming free school meals, results were below average in English and mathematics, but well above the average in science. In all three subjects, the proportion of pupils gaining the expected Level 4 or above was similar to the national average, but the number gaining the higher Level 5 was below the average in English and mathematics. The school is setting appropriate targets for the proportion of pupils achieving Level 4 or above in English and mathematics, and is achieving them. In 2000, at the end of Year 2, results in reading and writing were similar to the national average, but below the average in mathematics. Pupils now in Year 2 are achieving broadly average standards in English, mathematics and science. In Year 6 currently, standards are about average in English and mathematics, and above this in science. There has been some improvement in information and communication technology, but standards are a little below average by Year 6. In other subjects, standards are mostly satisfactory. They are above average in art and design, and design and technology throughout the school. In music, standards are above average by Year 2, and well above the average by Year 6. Children currently in Reception are attaining standards that are above those expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and show very positive attitudes to their work.
Behaviour, in and out of classrooms	Behaviour is good. There are few incidents of inappropriate behaviour, apart from a minority of boys.
Personal development and relationships	Pupils have a very good understanding of the impact of their actions on others. Relationships are very good.
Attendance	Attendance is unsatisfactory, mainly due to parents taking children out of school for extended holidays. Punctuality is good.

Pupils' personal development is very good. They show initiative and willingly take on responsibility around the school and for aspects of their learning. Behaviour has improved, but levels of attendance are too low.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
101 lessons seen overall	Good	Satisfactory	Good

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

The quality of teaching has improved since the previous inspection when over 30 per cent of lessons in Key Stage 2 were unsatisfactory. Virtually all teaching is now at least satisfactory, and in about 70 per cent of lessons it is good or better. About 25 per cent of lessons featured very good or excellent teaching. Teaching is especially good in Reception and Key Stage 2. It is satisfactory in Key Stage 1. There are inconsistencies in the quality of teaching between key stages and between classes in the same year group. The teaching of English is good throughout the school. In mathematics, it is good in Key Stage 2 and satisfactory in Key Stage 1. Strengths of teaching evident include the good teaching of essential skills and the effective use of literacy and numeracy across the curriculum. Planning is also good. Behaviour management is usually good and most teachers demonstrate good subject knowledge. Occasional weaknesses evident include the lack of specific targets to raise expectations, inadequate marking and inconsistent use of homework. The good teaching helps to promote children's learning and is resulting in the good progress now evident. Pupils usually show interest and concentrate well. Pupils with special educational needs are well supported by teachers and other staff and, as a result, their progress while in the school is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum, which has improved since the previous inspection.
Provision for pupils with special educational needs	The excellent leadership and management, and high quality provision, for pupils with special educational needs mean that they make good progress and achieve well for their abilities.
Provision for pupils with	The few pupils for whom English is an additional language are well

English as an additional language	integrated into the school and are fully involved in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. Social development is promoted very well, both in lessons and in a range of opportunities to develop responsibility. The code of behaviour, consistently applied by the vast majority of adults, promotes moral development well. Spiritual development is well promoted in assemblies and many lessons.
How well the school cares for its pupils	The school has good procedures for ensuring pupils' welfare. It has developed satisfactory arrangements for assessing and recording pupils' progress.

The school involves the community in its provision, and works well with partner institutions. Personal, social and health education is good and pervades much of the curriculum. There is a good range of extra-curricular activities. The school effectively involves parents in its work, but they do not receive sufficient information about what is to be taught to their children. Written reports are often good, but the school prospectus does not include all the required information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong, effective leadership and management. He has managed the amalgamation of the two schools to form Liden Primary School extremely well to establish a strong primary team. He has a very clear vision for the future, based on providing the best education possible to meet the needs of every child. He is well supported by the hard working, dedicated staff.
How well the governors fulfil their responsibilities	The Governing Body is extremely effective. Governors work very closely with the headteacher and staff. They have a very good committee structure and meet their statutory requirements well, except for some minor omissions in the school prospectus. They share the headteacher's vision for the future of the school.
The school's evaluation of its performance	The school evaluates its performance well and is implementing procedures to analyse what works and why. These procedures are helping the school to continue to raise standards.
The strategic use of resources	Financial planning is extremely well focused on well-defined educational priorities. The school uses available resources effectively. Very good use is made of specific grants.

The school is well staffed and learning resources are satisfactory. The current accommodation, because of the redevelopment of the infant site, is unsatisfactory. Outdoor facilities and apparatus for children in Reception are inadequate. With the aid of experienced governors, principles of best value are applied extremely well. The leadership provided by the headteacher is very good, and this has been a major factor in the school's improvement.

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 their progress is good.• Behaviour is good and the school has high expectations.• Teaching in the school is good and the school is approachable.• Leadership of the school is good.• Children are helped to become mature and responsible.	<ul style="list-style-type: none">• The range of activities outside of lessons.• The amount of homework.• The amount of information parents receive.• The arrangements at the start of the school day.

Inspectors support parents' positive views of the school. Teaching is good and standards are improving. Expectations, including for behaviour, are generally high, pupils like school and behave well; they are helped to become mature and responsible. Inspectors consider that, in view of the current difficulties presented by the accommodation, the school provides a good range of activities outside lessons. Inspectors agree that parents do not receive sufficient information about what is to be taught to their children and that homework is not used consistently. They found that the arrangements at the start of the day worked well, and that children were ready for registration at 8.55am.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In 2000, in National Curriculum tests, at the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 or above was similar to the national average in English, mathematics and science. However, the proportion achieving the higher Level 5 was below the average in English and mathematics, but above the average in science. Overall, taking account of the full range of attainment, results were above the average in science, similar to the average in mathematics, and below the average in English. In comparison with similar schools, that is those with between eight and twenty per cent of pupils claiming free school meals, results in English and mathematics were below the average, and in science they were well above the average. Since 1997, results have improved significantly. This improvement has been most marked in science and for the proportion of pupils achieving the expected Level 4 in English and mathematics. Inspection evidence demonstrates that standards are about average by Year 6 in English and mathematics, and higher than this in science. The targets set for at least Level 4 attainment in English and mathematics are appropriate and are now being achieved.
- 2 In 2000, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was above the average in reading, and similar to the average in writing and mathematics. Similarly, the proportion achieving the higher Level 3 was similar to the average in reading and writing, but below the average in mathematics. Overall, taking account of the full range of attainment, results were similar to the average in reading and writing, but below the average in mathematics. In comparison with similar schools, results in reading and writing were similar to the average, but well below the average in mathematics. Teacher assessments in science indicated that, last year, over 90 per cent of pupils achieved the expected Level 2, similar to the national average, and 18 per cent of pupils were recorded as attaining the higher Level 3, which was below the average. Inspection evidence indicates that, this year, standards in reading, writing, mathematics and science are about average.
- 3 The previous report indicated that standards were about average in most subjects in Key Stage 1, except for information and communication technology (ICT) and music where they were below those expected. There were also gaps in pupils' knowledge in geography and history. Attainment in Key Stage 2 was generally about average, but below this in ICT, design and technology and aspects of geography. Attainment has improved, and in all these subjects it is close to the average or higher. Attainment is above average in design and technology, and well above average in music.
- 4 Attainment on entry to the school is generally about average, but higher than that this year. Children usually join Reception part-time in September, becoming full-time early in either the autumn or spring term. Children's progress in Reception is good, and most children achieve the standards expected, or higher. In communication, language and literacy, children listen well and speak clearly. They handle books well and many are already reading simple text. Children's work in the mathematical area of learning improves well. Children have a secure knowledge of number. Most know their numbers up to ten or higher, and complete simple additions or subtractions correctly. Children's knowledge of the world gradually increases, and is above that expected. They know that items, such as toys, have changed over time and draw simple maps

accurately. They move the computer mouse with good control, and use it to move the screen pointer to select items on the screen. In creative development, children's work is above the expected standard by the time they start Year 1. They use a range of media, including paint, well. Children handle construction toys well and hold pencils and paint brushes with good control. Limited equipment for use outside, and little use of the outdoor environment, limit this aspect of children's physical development.

- 5 Pupils in Year 2 are achieving broadly average standards in English, mathematics, science and ICT. Virtually all pupils read accurately and with developing expression and awareness of punctuation. They also have a secure understanding of what they have read. Writing skills of pupils are average, with pupils using correct punctuation and spelling of most common words. Handwriting is satisfactory, although presentation of pupils' work is not since a lack of care is taken in some of the books. Speaking and listening skills are satisfactory and improving because of well-planned opportunities within many subjects. A minority of boys, in particular, do not listen sufficiently well. Pupils' mathematical knowledge is average. The majority accurately add and subtract numbers to 100. The higher attaining 20 per cent are confident with simple multiplication or division. They know a range of two-dimensional shapes. Pupils' literacy and numeracy skills are developing well. Literacy is used very well to support learning in other subjects, and increasing use is made of numeracy. In science, pupils' attainment is about average by the end of Year 2. They have a broad knowledge across all areas of science. They do not always observe closely enough because its importance is not emphasised sufficiently. Many pupils in Year 2 use correct scientific vocabulary about topics such as forces or plant germination. In religious education, pupils achieve standards in line with those expected. They know some of the stories which Jesus told. In ICT, pupils use the keyboard to input text, select different icons, control the mouse and print their work satisfactorily. They also use a programmable toy well.
- 6 Pupils in Year 6 demonstrate attainment that is about average in English and mathematics, and above average in science. In ICT it is improving, but a little below average in Year 6. Pupils read with accuracy, and with satisfactory understanding. Pupils write using correct punctuation and know how to spell most commonly used words. Handwriting is satisfactory, although not enough care is taken when presenting work. Speaking and listening skills are satisfactory and, as in Key Stage 1, are improving because of well-planned opportunities within many subjects. A minority of pupils, mostly boys, do not listen sufficiently well. Pupils' literacy skills are used very well to support learning in other subjects. Pupils' mathematical knowledge is about average. They have secure number skills and solve number problems accurately using the four rules of number. They draw and interpret simple block graphs, histograms and line graphs with accuracy. Higher attaining pupils work competently with negative numbers or numbers to two decimal places. There are too few opportunities for pupils to use their mathematical skills to investigate problems. Pupils' knowledge of science is well above average, illustrated by their confident contributions to discussions about electrical circuits, forces and the processes of evaporation and condensation. Scientific skills are developed well and used consistently in a range of investigations, which promotes learning of scientific knowledge. However, older pupils rarely have the opportunity to put these skills together to plan and carry out their own investigation to answer a question they have raised themselves. In ICT, attainment is a little below average by Year 6, but standards are improving rapidly. Pupils are confident in using the mouse and keyboard for word processing and they know how sensors are used to measure changes in, for instance, the temperature of melting ice in a science experiment. Pupils have a wide knowledge of religious education. They are aware of the

similarities and differences of major religions and discuss how religion can affect an individual's life.

- 7 Throughout the school, pupils generally achieve satisfactory standards, or higher, in other subjects. In art, in both key stages, pupils use a range of media to good effect, and the quality of work is high. The quality of work in design and technology is above average, pupils design, make and evaluate artefacts well. In music, standards are above average, by Year 2, and higher than this in Key Stage 2. Pupils show good standards in singing, composition and performance. In history, pupils' attainment is similar to that expected. There is a secure understanding of how change has occurred and about the lives of famous people, such as Florence Nightingale. In geography, standards are average, with pupils demonstrating adequate map skills. In physical education, pupils attain broadly average standards throughout the school, including in swimming in Key Stage 2.
- 8 Pupils' achievement during their time in school is improving and is now satisfactory overall but, because of better teaching, it was often good in the lessons observed. Progress in the majority of classes, has improved because of much good teaching. This improvement is especially evident in Key Stage 2. There is some inconsistency between key stages, between classes within the same year group and between subjects. This is well illustrated in geography where there is limited demand made on older, higher attaining pupils. Lessons are usually interesting, and this stimulates pupils' interest, particularly where staff are enthusiastic about the subject, for instance in science in Key Stage 2.
- 9 Pupils with special educational needs make good progress during their time in the school; this is one of the reasons for improving achievement in most classes. The progress of these pupils is illustrated by the fact that very few fail to achieve at least Level 1 in reading, writing, mathematics or science by the end of Year 2, or Level 3 in English, mathematics and science by the end of Year 6. The good progress evident in their English and mathematics is helping support learning in other subjects. This progress is associated with good teaching, very well organised support provided by classroom assistants and specialist staff, clear detail in the pupils' individual education plans and the use of ability sets in mathematics. Pupils for whom English is an additional language are well integrated and make similar progress to other pupils in their class. There are variations in the attainment of boys and girls by the end of Year 2 or Year 6, although it does not always follow a consistent pattern. Generally girls attain higher standards in English. The school has begun to ensure that gifted and talented pupils, especially in writing and music, are encouraged to develop and use their skills well.

Pupils' attitudes, values and personal development

- 10 Standards of behaviour are good and have improved since the previous inspection, particularly in lessons. The children have very positive attitudes to their work and are very responsive and interested, except for a very small minority of pupils, mainly boys, who do not always give their full attention. On occasions, there is also less attentive behaviour in Key Stage 1 and this is mainly due to the expectations of teaching and the limitations of the accommodation. The vast majority of children, however, take part in all the activities provided for them. They are very keen and eager to learn, and work and play very well together. They readily share their knowledge and skills in lessons which raises the quality of learning of the whole class.
- 11 Children settle happily and enjoy school. They establish very good relationships with

other children and adults. They are encouraged to think of other people and to be polite. They regularly collect money for charities and write their own school rules. Pupils' attitudes to learning and their personal development are also very good. They are being given opportunities to exercise initiative and take responsibility by, for example, being on the School Council, and by the older children helping the younger ones in lessons. Children in Reception respond particularly well to encouragement, and good use of personal, social and health education was seen in a religious education lesson in Key Stage 2. Pupils make a positive response to the values and standards set by the school. They develop good habits of working and settle down quickly to tasks. Sustained levels of concentration were seen in the vast majority of lessons.

- 12 Pupils' behaviour in and around the school is good, but occasional outbursts of boisterousness were seen during some break times. Overall, the school is an orderly and happy community providing a calm and secure place in which to learn. Children clearly understand what is expected and respect the rules and conventions that exist to safeguard them. They show respect for property. The reward and sanction systems are well established and there are very few incidents of bullying and no sign of racist behaviour. If there are incidents of such inappropriate behaviour, pupils and parents are confident that the school will react quickly. The quality of inter-personal relationships is very good. Children treat each other, and adults, with courtesy and respect. Pupils have a very good understanding of the impact of their actions on others, and respect each other's feelings, values and beliefs. No pupils have been excluded from the school in the past year.
- 13 Attendance levels are unsatisfactory being very low in comparison with the national average, and the rate of unauthorised absence is above the national average. These unsatisfactory figures are mainly due to parents taking their children out of school during term time for extended holidays. The school is aware that this problem exists and that not enough use is made of school documentation, such as the prospectus, the governors' annual report to parents and newsletters, to discourage parents from taking these holidays, and to inform them of the disadvantages of keeping their children out of school. Children arrive promptly at school and registration procedures are properly documented and effectively implemented, meeting statutory requirements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 14 Pupils are well taught in much of the school, this is helping to raise their achievement and learning. Virtually all teaching is satisfactory or better, with about 70 per cent being at least good. Very good or excellent teaching is a feature of about 25 per cent of lessons. Teaching is good in Reception and Key Stage 2, and particularly good in Years 5 and 6. It is satisfactory in Key Stage 1. The quality of teaching has improved since the last inspection report, especially in Key Stage 2 where about 30 per cent of lessons featured unsatisfactory teaching. This improvement has largely been associated with staff changes, better planning and improved support for teachers.
- 15 The teaching of children in Reception is consistently good. With the exception of the effective use of the outdoor environment, careful attention is given to all areas of learning and the children are well prepared for entering Year 1. Children's personal, social and emotional development is given good emphasis and, as a result, children share resources well, co-operate when necessary and take responsibility for clearing up or taking messages. Teachers provide a good range of activities, which effectively

promotes learning in language and mathematical development. Good attention is given to the development of early reading and writing skills. Planning is suitably detailed. Assessment is satisfactorily organised and the information gained is used appropriately to plan activities. Children concentrate well and show good independence when making choices from a range of activities or when involved in role-play. They are interested in the activities offered and enjoy what they do.

- 16 The quality of teaching in the remainder of the school is good overall. It is often very good, and sometimes excellent, in Key Stage 2. Teaching of English is good in both key stages. In mathematics, teaching is generally satisfactory in Key Stage 1, and good in Key Stage 2. In other subjects, teaching in Key Stage 1 is usually satisfactory, although it is good in ICT, art and design, design and technology and music. In Key Stage 2, teaching is usually good, although it is very good in science and music, and satisfactory in religious education, geography, history and physical education. The strengths and weaknesses are similar throughout the school, although strengths are most evident throughout Key Stage 2. Throughout the school, there are some inconsistencies in the quality of teaching between different classes. Pupils' learning in most of the lessons observed was good. This was because of the high proportion of good or very good quality teaching. Teachers' subject knowledge is usually good, and never less than satisfactory. This helps to ensure that pupils are usually challenged effectively in their work. However, in addition to the use of ability sets in mathematics, more thought could be given as to how to raise the proportion of pupils attaining higher standards. Literacy is well taught, and the effective use of the time devoted to English is helping to improve pupils' attainment. Literacy is used very well in other subjects, with a good emphasis on speaking and listening and on developing vocabulary across a range of subjects. Teachers often use questions well, for example, in science when they encourage pupils to explain their ideas. The National Numeracy Strategy is assisting teachers. Pupils' attainment is improving in mathematics because of the clear structure to lessons and the effective use of ability sets. As a result, many pupils progress well and develop accurate computation skills. Mathematics is used well to support learning in other subjects, especially science where pupils collect, display and interpret data. Expectations of pupils, in relation to behaviour and the level of work, are often good. However, in some classes, expectations of the amount of work to be completed in a given time are not made clear and the work of some older, higher attaining pupils, such as in geography, is not demanding enough. The good organisation within most classes helps teachers plan to meet the needs of pupils effectively.
- 17 Lesson planning is generally good and, in the best lessons, teachers ensure that pupils are told what they are to learn and why. A range of methods is used well, with very effective cross-curricular links made. Teachers encourage discussion very effectively. Pupil management is usually good, although there are occasions, in both key stages, where the pupils' response to the clear instructions of the teacher, especially in relation to behaviour, are not followed quickly enough. As a result, learning in these lessons is more limited than in other classes. There are also occasions, especially in Key Stage 1, where behaviour management in a difficult working area is not strong enough. In other classes, the good relationship between staff and pupils is a strength of many lessons.
- 18 The pace of lessons is usually good and pupils complete a good amount of work. There are occasions when specific targets, to raise the pace of working, are not employed or are used too late in the lesson. In the best lessons, pupils are usually given a very clear indication of the time available. Resources are used effectively to support learning. ICT is used well to promote learning in literacy and numeracy, and

increasingly in other subjects. Teachers know their pupils well and there are many examples of the effective use of assessment during lessons. The quality of marking is sound, but very variable. The new policies for record keeping and marking appear manageable but, as yet, there is inconsistency in practice. The best includes clear guidance to help the pupil improve, but too much marking does not relate to the subject content, but rather to English. There are examples of work being unmarked and, occasionally, incorrect work, for instance in geography and science, is ticked. Homework is used very inconsistently, and not all teachers give the impression to pupils that it is of value. On the other hand, homework is used effectively across a wide range of subjects in some classes.

- 19 Pupils with special educational needs receive good teaching from classroom teachers, other teachers and assistants. Staff work well as a team to support these, and other, pupils. There is a good balance between support in the classroom and focused individual or small group work. The teachers think carefully about the need to ensure the inclusion of all pupils in the wide range of activities offered, particularly in whole class introductory or end of lesson sessions. As a result, these pupils learn well and make good progress. Talented and gifted pupils are being given increasing encouragement to develop their talents, especially in writing and music. The pupils for whom English is an additional language are integrated very well and receive similar quality teaching and support as others. The good teaching in the school is helping to promote increasingly good learning, although this has not yet had the effect of enabling sufficient pupils achieve the higher Level 5 in English and mathematics by the end of Year 6. Pupils usually concentrate well and work hard. Acquisition of new skills and knowledge, having previously been inadequate in Key Stage 2, is now good in English, mathematics, science and ICT, and they are effectively developed and used in other subjects.

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

- 20 The school provides a broad and balanced curriculum for all its pupils, including those with special educational needs and those for whom English is an additional language. As a result, pupils make good progress in their learning and standards are rising. This is a significant improvement since the last inspection when music failed to meet statutory requirements, ICT was taught in insufficient depth, and there were shortcomings in design and technology, history and geography. The school has recently developed draft schemes of work for all subjects. They are satisfactory in quality and provide sufficient guidance for staff. These newly introduced draft schemes will be monitored on a nine-term programme. This is a significant improvement since the last inspection when the absence of schemes of work meant that there was insufficient guidance to help teachers to plan work which built on and extended pupils' previous learning.
- 21 The school meets all statutory requirements related to the curriculum. It does not have a formal sex education policy, however the governors have agreed that the drugs awareness, health education and sex education aspects of the curriculum will be taught by the school nurse through the 'Growing Up' programme taught to the oldest pupils in Key Stage 2. With the exception of one aspect of provision for physical development, namely the provision of wheeled toys, ride on vehicles and outdoor climbing apparatus, which is currently unsatisfactory, the Foundation Stage curriculum is good overall and ensures that children make good progress. A high priority is given to personal, social and emotional development and to communication, language and literacy.

- 22 The curriculum gives due emphasis to the development of numeracy and literacy; pupils now make good progress in both areas and there are good planned cross-curricular links between both subjects and other areas of the curriculum. There are good links between numeracy and science when pupils use a range of graphs to represent scientific information, between literacy and history when pupils write from the perspective of an historical character and between music and literacy when pupils use syllables with rhymes. Whole school schemes of work for all subjects ensure the systematic development of skills. The schemes are based upon the National Numeracy and Literacy Strategies and upon the Qualifications and Curriculum Authority's schemes of work in science and other subjects. ICT is used most effectively to support other areas of the curriculum, for example, when Year 5 pupils use a spreadsheet to note the ingredients for biscuits.
- 23 The organisation of the curriculum supports pupils' learning and a particular feature is the setting in mathematics, which is having a positive impact on standards. The oldest pupils are well prepared for their transfer to secondary school; they have had good opportunities to visit their next school and are generally confident about the forthcoming change.
- 24 The school provides a good range of popular and well attended extra-curricular activities, which include gymnastics, football, music and gardening. A good range of visits, including residential trips, enriches the curriculum, as do the wide range of visitors and events which take place during the school year. Recent visitors have included a local children's nurse, who explained what it is like in children's wards today and compared this with hospitals in the past. Events, such as a book week and a 'Tudor Feast', have brought a rich dimension to school life.
- 25 The school has developed good links with its local community, and pupils use community facilities, such as the local shops and library service, to support their learning. The governors have good links with local schools, including the local secondary school and the nearby Chalet Special School. The latter is due to move to the primary school site on completion of building work. The good links are particularly evident when pupils and staff from the Chalet School join in lessons at Liden.
- 26 The school places a strong emphasis on pupils' personal and social development and pupils have a good range of opportunities to take responsibility and to work collaboratively with others, for example, older pupils work with, and support, younger pupils in class. With the support of the headteacher, pupils run an effective School Council which takes responsibility for a range of initiatives, including the introduction of 'The Golden Rules' code of behaviour which has been agreed and adopted throughout the school.
- 27 Since amalgamation, the school has built on and developed the provision for personal development and this is now good across the school. Provision is very good for social development, good for spiritual and moral development, and satisfactory for cultural development.
- 28 Provision for spiritual development is good. Acts of collective worship are well planned and encourage spiritual development. All assemblies provide good opportunities for reflection in quiet thought or in prayer. In many assemblies, at both key stages, singing and listening to music add to pupils' spiritual awareness. Statutory requirements for the act of collective worship are now met. Key stage assemblies often include singing and listening to music, which also focus well on the spiritual content. Assemblies often have a specific religious theme and, during the inspection, a good assembly helped pupils to understand the significance of Lent. All assemblies

make close links to moral and social issues and this supports personal development well. Opportunities are taken in some other lessons to give time for reflection and create a spiritual awareness. Music and art make positive contributions to spiritual development. Teaching and learning in religious education lessons make a satisfactory contribution to pupils' spiritual development.

- 29 The provision for pupils' moral development is good. Pupils are taught the difference between right and wrong through assemblies and in other activities. This is well supported by a good policy and a code of behaviour, which was agreed by pupils and staff when the school was amalgamated. The code effectively promotes and rewards positive behaviour and it is consistently applied by adults. As a result, pupils generally behave well, particularly in lessons, and this gives good support to their learning. Teachers are good at discussing moral issues with pupils and this helps them to make well-informed decisions and take responsibility for their actions.
- 30 The provision for social development is very good. Good opportunities for collaborative work in lessons, beginning in Reception, help pupils to form good relationships with their peers. As they move through the school, pupils are given many opportunities to develop responsibility, including representing the school in sporting activities and putting forward the views of their class mates at the School Council. Another good feature of the provision is the opportunity pupils are given to work alongside pupils from a local special school. They learn to respect and support pupils with specific difficulties. In some lessons, particularly good thought has been given to encouraging pupils to take responsibility for their own learning, such as in English, science and design and technology. Pupils are asked to put forward their own ideas and to justify decisions. This allows them develop confidence and maturity.
- 31 Provision for pupils' cultural development is satisfactory overall with some strong features. Good use is made of visits and visitors in subjects such as English, history and music. During the inspection, Year 4 pupils were studying the text 'The Lion, the Witch and the Wardrobe' in preparation for a visit by a theatre group. Good thought is given to promoting a range of music and art, including that of famous composers and artists. There is less emphasis on the multi-cultural aspect and few planned opportunities to prepare pupils for life in a multi-cultural society. However, during the inspection, pupils were using North American Indian music in a dance lesson and listening to traditional African music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 32 The school continues to have good procedures for ensuring pupils' welfare and has high standards of pastoral care. The monitoring of attendance is good. The school follows up any unexplained absence or lateness and registration figures are entered and checked regularly. However, the promotion of attendance is unsatisfactory and results in many parents taking extended holidays in school time. The attendance figures are consequently low in comparison with other schools, and the rate of unauthorised absence at the school is above the national average. The school is aware of this and could do more to discourage this practice. The school documentation, such as newsletters, prospectus and the governors' annual report to parents, are not used sufficiently to explain how important regular attendance is for uninterrupted access to the curriculum. Where these absences are unavoidable, more thought could be given to setting work for the children to complete before returning to school.

- 33 Staff have high expectations for good behaviour and effective methods are in place for promoting discipline and eliminating oppressive behaviour. Teachers and support staff make a significant contribution to providing a caring atmosphere and a safe and calm environment for learning for all pupils. They know the children well and respond sympathetically to each child. Although individual records of personal development are not kept, the staff monitor the children informally to support their needs. There are good procedures in place for child protection, and the personal, social and health education programme is being used well in science and religious education lessons to help the children to learn to understand about themselves and others.
- 34 There is a strong emphasis on raising all pupils' self-esteem, and pupils are becoming confident in the dealings with each other and with all members of staff. Visits to places of interest and a residential visit for Year 6 play an important part in strengthening pupils' personal and social development because they encourage self-reliance and mature behaviour.
- 35 Staff all receive appropriate training to enable them to keep up-to-date with aspects of care and welfare. There is a formal health and safety policy, which is in the process of being reviewed, and the governors and a member of staff now carry out regular risk assessments on the property. This has been particularly difficult recently because of the building of the new school, but all aspects of health and safety are being covered, except for the pond area which still gives rise to some concern.
- 36 Assessment procedures in the new primary school meet statutory requirements and are satisfactory. Deficiencies recognised in the previous reports have been dealt with. School amalgamation, and changes in the curriculum, have resulted in many new assessment systems being implemented. These procedures are at least satisfactory in most subjects and in a minority are good. At present, the primary school has an embryonic, coherent assessment framework that, if used uniformly by all staff, has the potential to make a significant impact on standards. The draft written policy is a comprehensive document of good quality that outlines a wide range of assessment procedures. The school administers regular internal testing, including National Curriculum tests in the core subjects, optional end of year tests and end of unit assessments in the core and foundation subjects. Baseline assessments are used suitably when children enter Reception and standardised tests in Years 4 and 5. ICT is increasingly used to assist with the analysis of data. The use of the 'Assessment Manager' has the potential for the school to show precisely the 'valued-added' for individual pupils over the longer term and to identify pupils requiring support and challenge. National data, supplemented by extensive local education authority data, are discussed with local education authority staff as the basis for school target-setting. The assessment co-ordinator analyses school data and reports to whole school staff meetings. Subject co-ordinators are increasingly taking a lead in curricular development and in-service training is raising class teachers' expectations. Local education authority staff are assisting in this process and supporting the headteacher and co-ordinators in the development of the monitoring role. Tracker files are used to exemplify the work of four categories of children over time; these are the above average, the average, the below average and a child with special educational needs. Samples of moderated work, from specified children, provide evidence of individual progress over time. Some co-ordinators have gathered useful portfolios of pupils' work that indicate progression in concepts and the acquisition of skills. The nine-term curriculum development plan and monitoring cycle are effective tools for improvement that enable co-ordinators to sample pupils' work and to monitor planning and teaching. As yet, not all co-ordinators are fully aware of the implications of the

data analysis for their subject and how the information can be used to assist with target-setting and the raising of standards. Science provides a model for good practice within the school.

- 37 At this stage of the school's development, many aspects of the whole school assessment policy and subject assessment practice are in draft form, being trialled and subject to review. There are examples of good assessment practice in the school and overall the picture is satisfactory. However, practice is not yet uniform between subjects and year group teams. Currently the data are being used effectively to determine setting arrangements and to support pupils with special educational needs. In mathematics, setting enables flexibility in choice of group sizes and allows teachers to match work more closely to individual needs. In geography, assessment tasks enable pupils with special educational needs with poorer English writing proficiency, to show their knowledge and skills in the subject. The effectiveness of the science assessment arrangements, and their use, are reflected in the Key Stage 2 National Curriculum test results. Over the medium- and longer-term a three colour-coded record keeping system is proving an effective strategy to give an overview of progress. Planning documentation for all subjects is held by the headteacher. Although common formats exist for the weekly planning of numeracy and literacy, there is considerable variation in detail and quality. This variation is also noticeable in the weekly plans submitted for other subjects. Improvement is required in the quality of information included in these documents and, hence, their use by the headteacher. Time and in-service training are needed to share best practice and ensure school-wide consistency in assessment practice. More rigorous and specific year and key stage target-setting needs to be developed as data analysis systems and procedures are refined.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 38 Parents hold the school in high regard and the partnership between parents and the school is satisfactory. They value the school for its caring attitudes. However, a large number of parents were concerned over the timing of the beginning of the school day, but the inspectors found that this worked well and there was no difficulty in the children being ready for registration at 8.55 a.m. Many parents also thought that the amount of homework given to the children throughout the school was inconsistent, and there was considerable variation from class to class. They think there is a need for a homework policy and the inspectors agree with this. They also agree that, despite meetings at the beginning of the school year and notices posted in the entrance hall, there is not enough information given to parents in both key stages regarding the curriculum and topics to be covered. The inspection found that the partnership is working satisfactorily, although many parents find it difficult to become involved in the school because they are working. Some parents do come in, particularly for the younger children, to help with, for example, swimming and reading, and this makes a useful contribution to the pupils' learning. The very active and enthusiastic Parent/Teacher Association arranges fundraising and social events in order to provide extra equipment for the school. Many parents attend class assemblies, evening performances and sports days, and parents readily help on school educational visits.
- 39 Parents speak highly of the informal links with the headteacher and staff and feel welcome in the school. They appreciate the home-school agreement and the regular informative newsletters. The school prospectus contains detailed advice on, for example, school clothing and medicines, and the governors' annual report to parents contains clear information on the learning policy and community links. However,

statutory requirements are still not met as there are still omissions. A new prospectus, which should meet all requirements, will be in place when the school moves to its new building in September. Written reports to parents are good and contain suitable information on the progress of the children.

- 40 The parents are pleased with the way their children settle into and enjoy school, and are expected to work hard. They appreciate the very good procedures for induction and processes for transfer to secondary school. The close links with the secondary school provide curricular continuity and promote easy transition from one stage of schooling to the next.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 41 The leadership and management of the headteacher and key staff are good. The headteacher, staff and governors work very well together and are determined to continue to raise standards and provide the best education possible to meet the needs of every child. There has been good improvement since the last inspection and the major weaknesses raised then have been dealt with systematically and effectively. The headteacher has played a significant part in this process. There is a dedicated team of staff committed to providing high quality education for the pupils. The school's aims and values are reflected very well in its work. The Governing Body fulfils its statutory obligations appropriately, except for minor omissions in the prospectus and in its annual report to parents. The school has an excellent ethos, effective systems and very good capability for still further improvement.
- 42 The headteacher provides very strong, effective leadership. He has managed extremely well the amalgamation of Liden Infant and Junior Schools to form Liden Primary and has established a strong primary team. He has many qualities which ensure good leadership. They include a very clear strategic sense, a calm supportive manner and an ability to gain the trust, commitment and respect of staff, pupils and parents. He uses these skills well to produce a school which is becoming increasingly more efficient whilst retaining its traditional caring nature. He is supported well by a temporary senior management team of acting deputy headteacher and senior teacher, two able and experienced administrative officers and hard working and dedicated staff. All who work at the school are most conscientious. They are raising standards, particularly in English, mathematics, science, ICT, design and technology, music, and art and design.
- 43 Governors support the school extremely well and play an excellent part in shaping its direction. The governors' understanding of the strengths and weaknesses of the school is excellent. They have a very good structure and make extremely good use of their skills on committees. The Governing Body agrees both the school's budget and its improvement plan. It monitors well the educational standards and the success of the school's work and has a very good understanding of the community which the school serves. Together with the headteacher, with whom governors have an excellent working relationship, they share both a vision for the future of the school and high expectations for its success.
- 44 There are good procedures to monitor, evaluate and develop teaching. The headteacher understands the strengths and weaknesses within subject areas and works with staff to support and encourage improvement in weaker areas. He uses external advice and support from the local education authority very well. As a result, the staff work well as a team. Monitoring by the special educational needs co-ordinator is excellent. Monitoring by subject co-ordinators is good in science,

geography and music and satisfactory in other subjects. Monitoring is good or better when subject co-ordinators monitor both the planning and teaching of their subjects and have a clear understanding of standards. However, teaching is not monitored consistently in all subjects. A good appraisal system for teaching staff is in place and this links well to the professional development of all staff and to school improvement priorities. However, there is currently no appraisal system for non-teaching staff. The school has a good performance management system.

- 45 Arrangements for development planning are very good. There is a clear process of consultation with staff and governors before the plan is drawn up and governors are involved appropriately in the necessary long-term planning. There are clear arrangements relating to success criteria and responsibilities, and the school evaluates the success of the implementation of the development plan very well. Financial planning is linked extremely well to development planning; there is a careful and systematic process of budget planning which takes account of the major priorities in the school development plan. The school uses information technology very well, good examples were seen of its use in financial planning and monitoring. It has very efficient financial management systems and the administration supports the work of the teachers well. Two very competent administrators provide accurate data to enable the headteacher, chair of finance and Governing Body to monitor expenditure and to plan for contingencies. Funds for specific purposes are allocated very well against well-defined objectives. They are spent very effectively and pupils' achievements are improving, particularly in literacy and numeracy.
- 46 The day-to-day management of the provision for pupils with special educational needs is excellent. Funding is used very well to provide very good quality learning support teachers and assistants who play an important part in helping standards to improve. Systems for record keeping and monitoring progress are very good and used extremely well. Baseline and assessment data from standardised tests are used effectively to set targets and priorities and, as a result, the school predicts its results accurately. Support from outside specialist agencies is managed extremely well. The Governing Body is very well informed through the hard working special educational needs governor and discharges its duties efficiently.
- 47 The Governing Body is strongly aware of best value principles. It understands the quality of education provided by similar schools and evaluates its standards compared with them well. The Governing Body and headteacher evaluate the level of need and question carefully the value of new initiatives, for example the new school building. They consult widely when considering major spending decisions and consider carefully the costs of their decisions. Procedures are in place to ensure that all outside suppliers and contractors provide good value for money. The administrative officers provide a detailed and careful analysis of the school's financial position and procedures. All minor recommendations identified in the most recent auditors' report have been responded to very well.
- 48 The school is well staffed. It has a good level of appropriately qualified staff to teach the subjects of the National Curriculum, religious education and children in Reception. The teachers have a satisfactory range of experience and co-ordinators have a clear understanding of their roles. All staff work closely together to improve the pupils' standards of attainment. Competent, skilful classroom assistants effectively support pupils' special educational needs and the development of literacy and numeracy skills. Teachers deploy and brief classroom assistants well and the quality of support helps to improve standards.

- 49 Accommodation is unsatisfactory overall and does not help staff meet all the needs of the curriculum, for example for pupils in Reception and Key Stage 1. The deficiencies in accommodation will be remedied when the redeveloped infant site opens in September 2001. Learning resources are satisfactory overall; they are good for literacy and numeracy and are used well. Currently, provision of large wheeled toys and other outdoor equipment is unsatisfactory for children in Reception.
- 50 In summary, this is a school which is raising standards. The quality of teaching is good and, in Key Stage 2, has improved significantly since the previous inspection, and this has had a positive effect on learning. Leadership and management of the headteacher and key staff are good. The headteacher, Governing Body, staff and parents work closely together to pursue higher standards and the best education possible to meet the needs of every child. The school has demonstrated a very good capability for improvement and is providing good opportunities for better levels of attainment. The school has slightly above average income per pupil and gives good value for money. The high balance figure, which is being carried forward, is associated with the need to ensure that the new school is fully equipped.

WHAT COULD BE IMPROVED

- 51 Although pupils' progress has improved, not enough attain the higher Level 5 in English and mathematics. Attendance is below the national average. Although generally good, there are a number of inconsistencies in the quality of teaching between different classes. Standards in ICT, although improving, are not yet high enough by Year 6. Information to parents about the curriculum to be taught, the use of the outdoor environment for Reception children and attention to multi-cultural aspects of pupils' education could also be improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 52 In order to improve standards further, the headteacher, staff and governors should :
- (1) Increase the number of higher attaining pupils in English and mathematics by:
- monitoring the impact of setting on standards of attainment in mathematics;
 - ensuring that expectations of what pupils can achieve are raised to the high levels expected in some classes;
 - considering how literacy and numeracy skills can be enhanced further and used even more in other subjects;
 - paying greater attention to develop pupils' writing skills and presentation;
 - making greater use of practical apparatus in mathematics;
 - ensuring all mathematics work is marked and errors noted;
 - making greater use of assessment information to ensure individual needs are met.
- (Paragraphs 1, 5, 16, 18, 23, 36, 37, 84, 88, 92, 93, 94, 95, 96, 97)

- (2) Build on existing good practice to ensure that there is more consistency in the quality of teaching by:
- allowing opportunities for teachers to observe the good practice evident in some classes;
 - making greater use of specific time targets to raise the pace of pupils' working;
 - ensuring that marking is complete, accurate and helpful to pupils;
 - providing homework more regularly and consistently for pupils;
 - providing more opportunities for co-ordinators to monitor the quality of teaching in their subjects.
- (Paragraphs 14, 15, 16, 17, 18, 19, 44, 85, 87, 89, 93, 94, 95, 96, 103, 109, 118, 119, 126, 130, 135, 136, 141)
- (3) Improve pupils' attendance rates by:
- continuing to implement the school's procedures to encourage attendance;
 - emphasising to parents the possible impact on pupils' work of spasmodic attendance and taking extended holidays during term time.
- (Paragraphs 13, 32)

Minor areas for consideration include :

- (1) Improving the information to parents about what is to be taught, and ensuring that statutory requirements are met in relation to the information in the prospectus and the governors' annual report.
(Paragraphs 38, 39)
- (2) Making better use of the outside environment for children in Reception, including ensuring that current children have opportunities to use large ride-on toys and other outside equipment.
(Paragraphs 4, 21, 49, 54, 56, 75, 76)
- (3) Improving the multicultural education of pupils to prepare them more effectively for life in Britain's multiethnic society.
(Paragraphs 31, 119, 134)
- (4) Ensuring that the improvements evident in ICT continue so that, by Year 6, attainment reaches the level expected.
(Paragraphs 6, 127, 129, 130, 131)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	101
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.0	20.8	46.5	26.7	2.0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	388
Number of full-time pupils known to be eligible for free school meals	31

FTE means full-time equivalent.

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	91

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	38

Attendance

Authorised absence	%
School data	9.6
National comparative data	5.4

Unauthorised absence	%
School data	0.65
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	28	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	24	27
	Girls	24	26	25
	Total	50	50	52
Percentage of pupils at NC level 2 or above	School	89	89	93
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	26
	Girls	25	25	25
	Total	49	51	51
Percentage of pupils at NC level 2 or above	School	88	91	91
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	33	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	19
	Girls	26	26	30
	Total	40	40	49
Percentage of pupils at NC level 4 or above	School	74	74	91
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	16
	Girls	25	26	27
	Total	36	40	43
Percentage of pupils at NC level 4 or above	School	67	74	80
	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	2
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	1
Chinese	1
White	344
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	24.0
Average class size	27.7

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	179

Financial information

Financial year	1999/2000
	£
Total income	715360
Total expenditure	660301
Expenditure per pupil	1630
Balance brought forward from previous year	41547
Balance carried forward to next year	96606

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	388
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	38	8	2	1
My child is making good progress in school.	40	48	9	1	2
Behaviour in the school is good.	32	57	7	0	4
My child gets the right amount of work to do at home.	11	40	33	13	3
The teaching is good.	39	50	3	3	4
I am kept well informed about how my child is getting on.	33	45	16	4	1
I would feel comfortable about approaching the school with questions or a problem.	49	43	4	3	1
The school expects my child to work hard and achieve his or her best.	44	50	3	3	2
The school works closely with parents.	28	56	12	3	1
The school is well led and managed.	31	51	6	6	6
The school is helping my child become mature and responsible.	34	57	3	3	2
The school provides an interesting range of activities outside lessons.	21	47	13	6	14

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

- 53 Children are admitted to Reception in a phased entry according to their age. All children initially attend on a part-time basis. The older, autumn and spring born children become full-time by the beginning of the October in the year in which they are five. The younger, summer born children start full-time in the first week of January. There are currently two Reception classes; each class has a teacher and classroom assistant who work as most effective teams to support children's learning. The majority of children who enter the Reception class have attended the pre-school, which is on site. The school has good links with the pre-school and the Foundation Stage co-ordinator liaises with it regularly.
- 54 At the time of the last inspection, it was reported that, apart from physical development, provision for children under five was satisfactory. Since then, with the exception of increasing the range of equipment and climbing apparatus to promote physical development, steady improvements have been made in the provision and the progress that children make. With the exception of the arrangements to promote physical development the provision is now good.
- 55 The school assesses children on entry into Reception and the results are used to group children and ensure that teaching meets their needs. Teachers make sound use of observations to assess individual children's progress and ensure that their needs are met, however the school does not keep summary information about the progress of the whole year group which would enable teachers to see the progress of all children, at a glance. The baseline assessments, completed on entry to Reception, are updated before children move into Year 1. In the previous year, the children's attainment on entry to Reception was broadly in line with that expected for their age; however, the children who entered this year came in with attainment above average in reading, writing and mathematics.
- 56 The curriculum in place in the Foundation Stage is good overall and, with the exception of the aspects of physical development, it covers all areas of learning well. Although the school has extended its use of the outdoors to support some areas of the curriculum, for example, by including children's own maps of the local area as a basis for small world play, the arrangements for outdoor activities, particularly those for physical development, are unsatisfactory. Although the fenced-in outside area now provides a secure environment for outdoor activities, the surface is uneven and space is restricted. This means that children's opportunities to use the outdoor area are limited. Funds have been allocated to buy a range of wheeled and ride-on toys, however because of limited storage space the school is waiting until the new building is in place before making the purchases. This means that children in the current Reception classes are missing out on these important learning opportunities and this represents a weakness in provision. The relationships with parents are good and they are happy with the information provided. They feel welcome in the school and help settle their children at the beginning of the day.

Personal, social and emotional development

- 57 Both Reception classes provide a calm, welcoming and supportive learning environment. A high priority is given to the personal, social and emotional areas of learning. Parents and children are welcomed at the start of the day and children quickly settle into the daily routine. Both classes provide a good blend of child initiated and adult directed activities and all activities help children's personal, social and emotional development. Children manage their own self-registration system where they select their own name and place it on an attractive and colourful poster of a boy or girl. This is then followed by the more formal, teacher- directed registration when children demonstrate that they can listen carefully, take turns and respond confidently to their names.
- 58 The teaching and curriculum for children's personal, social and emotional development are good and ensure that children make good progress in their learning. The staff provide an inviting environment, which encourages self-sufficiency and there is a good balance of familiar routines and interesting new experiences. Children have opportunities to select from an imaginative range of appropriate activities, which include dough work, number matching, lacing activities, puzzles and reading. Children have good opportunities to take responsibility within the class and they take turns to return the register to the office.
- 59 The morning snack time is used most effectively to promote children's personal and social development and children learn to take turns and to talk socially with each other. Children are encouraged to respect each other's endeavours and they respond positively by listening attentively and respectfully as others talk about their work.

Communication, language and literacy

- 60 The provision to promote children's communication, language and literacy skills is good. When they entered the school this year, the children had good communication, language and literacy skills and good teaching has ensured that they make good progress in all areas and continue to achieve above average standards for their age.
- 61 Teachers make good provision for early reading skills and, as a result, children's reading is above average. One teacher worked most efficiently with a group of six children who read an attractive and relevant picture storybook. The teacher made effective use of questions to encourage children to predict what happened in the story and children took turns to make highly relevant comments about the story. The children then helped compose their own group poem about rain and took pride in sharing this with the whole class at the end of the lesson.
- 62 The higher attaining readers are given good opportunities to develop their reading skills further, for example when the teacher works with them on a guided reading activity. The children respond to these opportunities well and their reading improves.
- 63 Teachers make good use of the whole class review time to develop children's speaking and listening skills by encouraging them to share their achievements. Children listen attentively and show a keen interest, while others take turns to speak about their experiences confidently and clearly. One child described his dressing up role, another, with careful prompting and support from the teacher, read his poem proudly and another described a shelter she had made for her teddy and provided a

good explanation of how it worked.

- 64 Children have good opportunities to develop their early writing skills. A good range of mark making, drawing and painting opportunities is provided and children develop and refine their writing skills well. Children have access to a well resourced, attractively set out writing area and they frequently choose to work in this area independently. Standards in writing are good as a result of the good teaching.
- 65 The Reception classes provide opportunities to develop children's language through attractive role-play activities. The current role-play areas are well used by children to develop their speaking and listening skills. However, opportunities to develop written language and reading through role-play are under used and need to be developed further.

Mathematical development

- 66 The provision to promote children's mathematical development is good and children make good progress in this area of learning. Children in the current Reception class entered school with attainment above the levels normally expected for children of this age. They have made good progress since starting school.
- 67 Teachers provide a stimulating environment, which helps to promote children's knowledge and understanding of number, shape, and mathematical ideas. The displays include attractive number lines, numbers alongside the days of the week and months of the year, vocabulary such as add, subtract and equal. Children's paintings of geometric shapes such as triangles, circles and squares, and their symmetrical pictures of snowdrops are attractively displayed. In addition to attractive displays which help remind children about mathematical ideas, they have access to a well organised and resourced mathematics area.
- 68 Teachers make effective use of familiar routines to promote children's knowledge and understanding of number, shape and pattern, for example during registration children are taught to count up to 20 as they compare the number of boys with the number of girls in the class. They count backwards and forwards and are encouraged to pick out specific numbers from the 100 number square. Some demonstrate that they can recognise numbers up to 40. This economical and effective use of time helps children to learn and use numbers.
- 69 Well-planned direct teaching ensures that children learn how to match and sort pairs according to given criteria. Teachers introduce the concept of pairs through an interesting introduction to the story of Noah and children identify pairs of animals in the book illustrations. This is followed up by a well thought out practical activity where children talk about, and describe, the features that make shoes a pair and learn to match up pairs of shoes. Teachers use popular rhymes and attractive finger puppets to reinforce further mathematical concepts, such as number and pairs and this leads to good learning.
- 70 In addition to direct teaching, children have access to a wide range of well-planned mathematical activities, which they can select from, during choosing time. These activities include picture puzzles, number mat matching and making patterns with beads. As a result of a wide range of good teaching, children make good progress in their mathematical development.

Knowledge and understanding of the world

- 71 Teaching and provision to develop children's knowledge and understanding of the world around them are good and lead to good achievement. A good programme of visits and experiences for all children in the Reception classes helps them to make good progress in learning about their local environment. Children visit the local shops and they use this experience to produce their own large maps of the local area which they then use as mats to support small world play. Children learn about the postal systems by writing letters to their parents and posting them at the local post office.
- 72 Teachers make good use of daily routines to reinforce learning about the past by celebrating children's birthdays and by talking about the days of the week and looking at yesterday, today and tomorrow. Children also learn about the past when they study a well thought out topic in which they compare their own toys with toys from the past. As a result of these appropriate experiences, children have a good understanding of time and place.
- 73 Children have good opportunities to design and make a range of models, using scrap material. These include models of vehicles and a shelter for Teddy made from a construction kit. Children are encouraged to talk about how they made their models and what they were trying to achieve. They talk confidently to the class and provide good explanations of how their models work.
- 74 Children explore natural and man-made materials when they make 'rainmakers' from plastic pots, sticky tape, greaseproof paper and foodstuffs, such as rice and pearl barley. They also have good opportunities to discover how natural materials, such as shells, float and sink in water. Teachers use stories, such as Noah, to teach children about the beliefs of others.

Physical development

- 75 Although teaching is satisfactory and children make sound progress in physical development, the provision of resources is unsatisfactory. The school has not yet dealt with the need to increase the range of large and small equipment. Therefore, children do not have adequate opportunities to use the full range outdoor apparatus and this limits their opportunities for physical development.
- 76 Although there is now a secure outdoor area, it is very small, the surface is uneven and this limits outdoor play. The area is underused and so opportunities to develop aspects of the outdoor curriculum are missed. The school has plans to improve outdoor provision once the new building is in place.
- 77 Teachers make good use of the weekly indoor physical education lessons and equipment to improve pupils' physical development. Children are taught a good range of gymnastic skills, such as twisting, turning and stretching and they take pride in their achievements. Staff also make some use of the playground to promote children's balancing and running skills through fun activities, such as a pancake race on Shrove Tuesday. Children in the Reception classes are provided with a wide range of appropriate activities which help support the development of fine motor skills, such activities include lacing, making pastry shapes and using construction kits.

Creative development

- 78 The provision for children's creative development is good. Teaching is good and children make good progress and achieve beyond the expectations for their age. The Reception children learn about colour blending, pattern and texture in two- and three-dimensional form. Children are taught how to blend paints and they use this skill to produce attractive raindrops, which are carefully displayed around the room. Children produce good drawings of themselves, which are mature and pay good attention to detail.
- 79 Children have good opportunities to create three-dimensional models from a range of media and produce imaginative sculptures from soap, buttons, straws and other colourful materials. They make, and then take great pleasure in using, their own rainmaker instruments.
- 80 Children have good opportunities to sing and move to music and they move expressively, showing awareness of space and others as the lesson progresses. Role-play is set up to stimulate children's creative development and both classes have a magic workshop theme where children can develop roles in imaginative play. Children are provided with ample opportunities to develop and express creativity through small world role-play and they collaborate well when undertaking such activities. Teachers value pupils' endeavours and work is attractively displayed.

ENGLISH

- 81 The previous report indicated that attainment was about average at the end of both key stages, and that teaching was satisfactory. After the difficulties caused by the amalgamation, pupils' learning is improving and standards of attainment are now about average again. Teaching is now good overall throughout the school. At both key stages, the majority of pupils reach the expected standard in all aspects of the subject. This is similar to last year's results. In the National Curriculum tests in 2000, standards in reading and writing at Key Stage 1 matched the average of all schools and also schools in a similar context. In Key Stage 2 tests, standards were below the average of schools nationally and also of similar schools. This is because fewer pupils reached the above average levels in the tests. Most pupils currently in the school achieve appropriately for their abilities. However, because of the very high quality support given to pupils with special educational needs, they achieve well. The good support for these pupils enables class teachers to spend more time with other groups in the class. This, together with the good thought given to adapting the literacy hour to the needs of pupils in this school, mean that, at both key stages, pupils are now making good progress in their learning. As a result, standards have been rising over the past few years. However, they have not yet risen sufficiently enough for standards at Key Stage 2 to reach the national average. Pupils for whom English is an additional language are well integrated and make similar progress to others.
- 82 At both key stages, standards in speaking and listening are around average and most pupils achieve appropriately for their abilities. This enables them to communicate effectively at the level expected for their age. The sensitive support given to pupils with special educational needs encourages them to develop more focused listening skills, and also the confidence and self esteem to answer questions in class. This helps them to achieve well for their abilities. The majority of Key Stage 1 pupils listen carefully to their teachers and each other. However, at both key stages, a small minority, mainly boys, do not concentrate as well as they should and often miss important information. The majority of Key Stage 2 pupils listen very carefully to each other's point of view, for example, when talking about the benefits of wearing school

uniform. This helps them to expand the discussion or put the opposing point of view. Most Key Stage 1 pupils talk confidently in class discussions and, when asked to do so, with a partner. They communicate their ideas clearly although very few use above average vocabulary. At both key stages, a minority of pupils, not particularly those with special educational needs, do not pronounce their words accurately and often speak ungrammatically, particularly in their use of verbs. Most Key Stage 2 pupils have developed a good understanding of how to explain or justify their reasoning in discussions or debates. This is because teachers are skilled at teaching these aspects and give good opportunities for pupils to use them. Further good opportunities to take part in drama activities help to enhance pupils' progress. By the time they leave the school, most pupils use oral language appropriately in different situations.

- 83 Overall, standards in reading are average at both key stages, but pupils are now making good progress to achieve well for their abilities. This is particularly significant for pupils with special educational needs where, although their skills are below average, very few have poor reading skills. A strength of the reading for Key Stage 1 pupils is the enthusiasm and interest which teachers have encouraged in books, in spite of the fact that only a minority of pupils read books other than those they take home from school. Most, but not all, parents are very supportive in hearing their children read at home, making helpful comments on their progress. As a result of their interest in books, by the end of Key Stage 1, all pupils gain a secure understanding of the story or information appropriate to their ability. Pupils with special educational needs enjoy 'reading' the story from the pictures, even if they can only read simple, common words. All pupils build up words from using the sounds, although only the average and above average pupils do so easily. The majority of pupils read the range of words expected for their age and above average pupils read fluently and expressively at a standard above that expected. By the time they leave the school, pupils have a good knowledge of different types and styles of text. This is because of the good emphasis given to this aspect in literacy lessons. The majority of pupils describe a person's character through analysing their actions and make well-judged predictions about what is likely to happen next in the plot. Teachers place a very good emphasis on pupils having to justify their answers, so that pupils make good references to the text. At both key stages, pupils have the expected skills needed to find out information from non-fiction books.
- 84 Overall, good progress is made at both key stages in writing, but pupils do not yet achieve well for their abilities in all areas of this aspect. As a result, they do not yet reach standards which match those of schools in a similar context by the end of Key Stage 2. Key Stage 1 pupils communicate clearly through their writing and begin to use more complex sentences with words, such as because and so. They use the vocabulary expected for their age. All pupils, except those with special educational needs, write a simple story with a beginning, middle and end. A very good feature of writing at both key stages is the use of these skills in other subjects. Key Stage 1 pupils write instructions for how to make an ice cream sundae or how to wrap a Christmas present as part of their work in design and technology. Key Stage 2 pupils produce very good pen portraits of their hero as part of their work in religious education. This is a significant strength of the provision, particularly at Key Stage 2. The majority of Key Stage 2 pupils have a good understanding of writing in a range of styles. They are not yet as skilled in applying this knowledge in their own work. However, pupils are making good progress in developing these skills. Year 5 pupils write Mr Men books, which are suitable for Key Stage 1 pupils. Year 6 pupils are effective in writing both informatively and persuasively, for example when writing an information pamphlet for a tourist attraction. In Year 6, a particularly talented writer put

forward very good arguments for and against playing football at break times. In spelling and handwriting sessions, pupils at both key stages reach the standards expected. However, in other work not enough emphasis is always given to good presentation.

- 85 Owing to the fact that teaching is good, most pupils have good attitudes to the subject. They concentrate well and this helps them to make good progress. However, a small minority of pupils, mostly boys, have only very short concentration spans and do not listen carefully enough. On some occasions, when classroom management is not firm enough, they talk to their neighbour or call out when they should be listening.
- 86 At both key stages, teaching is good. No unsatisfactory teaching was seen and some very good teaching was observed at Key Stage 2. There are differences in the quality of teaching between lower Key Stage 1, where it is satisfactory, and the Year 2 classes where it is good. There is also a difference between the quality of teaching seen in some year groups at Key Stage 2. At both key stages, the differences in teaching are largely due to the expertise of staff and their competence in managing pupils.
- 87 Most teachers have good expertise and teach the key skills of literacy well, particularly at Key Stage 2 where, in some classes, there is a very high level of expertise and great enthusiasm for teaching the subject. This inspires pupils to achieve well. Lessons are well planned from the National Literacy Strategy and teachers are skilled at moving pupils on from what they already know and can do. This is a significant factor in the good progress pupils make. Teachers have high expectations of what pupils can achieve, particularly in literacy lessons, but not always in how pupils will present their work. Teachers are good at explaining or demonstrating new work, such as how to set the scene of a story, describe a character or persuade someone to your point of view. An excellent feature of teaching seen in Key Stage 2 is that pupils are often then asked to discuss with a partner what they have learnt and suggest some new examples and ideas. This gives pupils a good knowledge of what they are learning and provides very good support for the development of speaking and listening skills. The majority of teachers manage pupils well and this helps them to listen carefully and acquire new knowledge and skills. This aspect is less good in lower Key Stage 1 and in a few classes at Key Stage 2. Where management is less than good, the pace of the lesson slows and learning is not as good, although rarely less than satisfactory. Good use is made of computers to word process work. In a Year 5 lesson, pupils with special educational needs reached the same standard as other pupils in the class because the teacher had set up a very good form on the computer to help them record their work. Marking is never less than satisfactory and where teaching is very good it is used very effectively to help pupils recognise their mistakes and to improve their work. In addition, the very good procedures for assessing pupils with special educational needs, which are completed by class teachers and specialist staff, give very good support to them and help them to make good progress. Homework, including reading, spelling and research, is effectively used at both key stages to support the learning which takes place in class.
- 88 The curriculum covers all aspects of the subject well and in an interesting way, particularly at Key Stage 2. The National Literacy Strategy has been implemented well which helps pupils to learn and understand a wide range of skills. However, because less emphasis is placed on this aspect, pupils are not as good in applying them, for example in presenting their work. Very good thought has been given to promoting speaking and listening skills through the value the school places on drama. In addition, the school organised a very good programme of in-service training devised

by the local education authority. This has led to good practice in classes, in spite of the fact that the local authority scheme of work for speaking and listening, which the school wishes to use, is not yet available. There is a suitable range of assessment procedures which is used effectively to help identify where pupils need to move to next. In addition, in lessons, teachers are skilled at identifying what pupils can already do or when they need to reinforce their work. This means that assessment is used well to help plan for the next stage in learning. A very good system for a full analysis of pupils' writing skills has just begun and gives further evidence to help teachers track pupils' progress.

- 89 The subject is led well by co-ordinators from each key stage who work together effectively to ensure that developments are promoted throughout the school. Their monitoring of planning and pupils' work is good and helps them to identify priorities for improvement. However, the fact that they do not have the opportunity to monitor teaching, limits their effectiveness. The expertise of most teachers is good, and for some, it is very good, and this is helping standards to rise. The very good expertise of classroom assistants, particularly those who support pupils with special educational needs, ensures that they make a very effective contribution to pupils' learning. The school is still awaiting the completion of the new building and the current accommodation, particularly the size of the library, does not effectively support learning, although teachers compensate for this well. Resources are satisfactory overall, but there are plans to increase the number of non-fiction books when the library in the new school is completed.

MATHEMATICS

- 90 In 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests was similar to the national average. About 74 per cent of the pupils achieved the expected Level 4 or above, of which 17 per cent gained the higher Level 5. Overall, the proportion achieving Level 4 was in line with the national average, although the percentage gaining the higher level was below the national average. This picture was repeated when comparisons were made with schools in similar contexts. Over the last three years, there has been a steady upward trend in the percentage of pupils meeting national expectations and achieving Level 4. There is little significant difference in the attainment of boys and girls.
- 91 In 2000, at the end of Key Stage 1, attainment recorded in National Curriculum tests was below schools nationally. The 93 per cent of pupils achieving the expected Level 2 was close to the national average but the 14 per cent recording the Level 3 was below the national figure. When compared to schools in similar contexts, the percentage of pupils recording Level 2 was about average, but the Level 3 results were well below average. The results are a continuation of a satisfactory trend of improvement in the subject at the end of Key Stage 1 over the last three years. There is little difference in the performance between boys and girls over the same period. Pupils for whom English is an additional language make similar progress to others in the class.
- 92 The previous inspection report for the infant school found that most pupils attained the national level at the end of Key Stage 1. The adoption of the National Numeracy Strategy has addressed previous deficiencies associated with the lack of a scheme of work, the pattern of lessons, particularly the effective use of the review part of the lesson, and the recording of pupils' progress over the longer term. Organisation of pupils' work has improved and is now dated and entered sequentially. At Key Stage 2, there has been satisfactory progress in improving provision as a result of responding

to the previous junior school inspection. In particular, the base of assessment tasks has been broadened to include aspects of using and applying mathematics to the wider curriculum. The school has maintained a satisfactory rate of improvement at a time of major reorganisation. Inspection evidence confirms that attainment is improving in both key stages. The implementation of the National Numeracy Strategy and staff training have had positive effects. Primarily, this is reflected in improved teachers' subject knowledge and improvements in the uniformity of planning and assessment structures. The attainment of pupils in the current Year 6 is likely to be similar to last year. It is hoped that the rewards of the new accommodation and the setting arrangements implemented throughout the school will help to raise achievement further.

- 93 The benefits of setting are evident in Key Stage 1, where the majority of pupils are making satisfactory progress and learning well. The current Year 2 pupils are working at an appropriate level for their age and ability. The majority add and subtract single digit numbers mentally. They are developing a good understanding of place value up to 100 and show proficiency in counting in tens, fives and twos. The majority tackle and discuss number pattern work and identify odd and even numbers. The higher attaining pupils generalise, predict and explain what happens when combinations are made of pairs of odd or even numbers and organise numbers into hundreds, tens and units using their place value knowledge. Pupils know the names for common two- and three-dimensional shapes and identify their properties. Some of the best work in measurement is linked to real problem solving. This was illustrated by pupils working with money in a role-play café, writing menus, collecting orders and writing bills, and working out the cost of items or recording prices in the garden centre half price sale. Length estimation skills were effectively practised in the context of an ICT lesson using a programmable toy. Throughout the key stage, there is a significant amount of number reversal when pupils record their work, and not all teachers give sufficient attention to rectifying these errors. However, the development of appropriate mathematical language is well planned, so that pupils use terminology, such as counting on and back, multiples and total, with accuracy. Setting has provided advantages for lower attaining pupils in Year 1 and 2 enabling teachers to structure clearly focused tasks. In these lessons, a greater emphasis is given to practical activities, oral work and recording in a pictorial form. In unsatisfactory lessons, the tasks were not differentiated sufficiently to match the pupils' level of knowledge and skills nor was there sufficient use of practical mathematical apparatus for pupils to complete the task. In the majority of lessons, learning support assistants and student teachers are used effectively to sustain the learning of groups or individuals. Throughout the key stage, not enough use is made of apparatus and materials in the mental and whole class sessions to consolidate mental processes effectively.
- 94 Flexible setting arrangements and good teaching are helping pupils acquire secure numeracy skills throughout Key Stage 2. Despite the inadequacies of accommodation, pupils' progress is at least satisfactory and, in the majority of lessons, it is good. The gains from setting are well illustrated in the current Year 5 where a mathematics specialist is extending the understanding, skills and knowledge of higher attaining pupils. Within the year group, pupils judged as borderline Level 4 are receiving targeted support. In addition, significant progress is evident in Years 3 and 4 where pupils are divided into four ability sets within which work is differentiated by task and support. The work of lower attaining pupils displays a lack of accuracy in handling numbers above 100 and insecurity in place value knowledge. By the end of Year 6, the vast majority of pupils handle numbers confidently. They have a good understanding of place value and use efficient written methods to solve number problems. They add and subtract decimals to two places and understand

connections between simple fractions, decimals and percentages. All but a small minority describe the properties of two- and three-dimensional shapes and classify angles. The higher attaining use associated language, such as circumference, segment, chord and diameter of a circle, with precision. About a fifth of pupils are confident with negative numbers and can use an appropriate non-calculator method for solving problems involving long multiplication. Work in Year 6 is generally well presented and clearly ordered. However, a minority of pupils in the lower set give insufficient attention to presentation, for example, the need to use a ruler for bar graphs and to provide the correct spelling of mathematical terminology, recording errors such as 'simatry' and 'paralelogram'. There are examples of mathematical skills being used effectively in other subjects. Opportunities for pupils to construct and interpret graphical information are exploited successfully in science and geography. Throughout the school, good use is being made in ICT to support learning in mathematics. In Year 3, pupils used ICT to construct pie and bar graphs as part of a display on the locality and pupils' books included printouts of shape translations, data charts and bar graphs. In the best lessons, the effective use of open questioning in the final review session consolidated pupils' learning and required them to think. Use of investigational skills and confidence in using the calculator are less well developed, particularly in preparation for end of Key Stage 2 tests.

95 Learning is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils have positive attitudes to mathematics. They enjoy working with numbers and participate fully in all aspects of the numeracy hour. The oral and mental starters are effective. In Key Stage 2, timed targets add both pace and challenge, and in Key Stage 1 effectiveness is enhanced when teachers demonstrate with apparatus to assist pattern recognition. In the majority of lessons, pupils quickly settle to group tasks after initial introductions and sustain concentration when work is challenging. Pupils work with interest and concentration in almost all lessons. Generally, behaviour is good in both whole class and group activities. A distinctive characteristic is the way pupils throughout the school support one another, clarify tasks through discussion, and work co-operatively to solve problems. In a minority of classes, particularly in Key Stage 2, it is noticeable that small groups of boys give insufficient attention during the introduction and final discussion.

96 Overall the quality of teaching in Key Stage 1 is satisfactory, though this includes a range from very good to unsatisfactory. All lessons are planned satisfactorily using the three-part National Numeracy Strategy. This is applied effectively in the majority of lessons with the objectives shared with the pupils. In lessons that are unsatisfactory, classroom management associated with poor accommodation, inappropriate matching of work to ability and the failure to provide pupils with access to practical apparatus are significant factors which limit progress. Throughout both key stages, the mental sessions are usually delivered with enthusiasm and are successful in motivating all pupils because of the setting arrangements. In Key Stage 2, the quality of teaching is good overall and never less than satisfactory. The most effective lessons have a brisk pace, enhanced by the use of timed targets and the judicious use of praise for well-motivated pupils. The most successful teachers exemplify good subject knowledge and mark pupils' work, not just for accuracy, but also with evaluative comments. Some of the best examples of this type of marking were in Year 5, where constructive feedback was provided during sessions and promptly afterwards on completed work. One teacher provided comments to help consolidate learning; 'You had considerable help in this lesson. I hope the idea of inverse operations is clear to you now.' Another emphasised presentation requirements and

promoted recording to develop place value understanding. This was the only teacher to have recorded individual pupil targets in exercise books at the start of the term. On other occasions, marking is less rigorous, some work is unmarked and not all errors noted. Flexible setting provision in Key Stage 2 has been effective in raising the achievement of less able pupils, though there is a need to ensure that mathematical targets are included on Individual Education Plans. In the majority of lessons, support assistants are used effectively to help pupils' learning. A priority for mathematics teaching in both key stages is to address further the needs of higher attaining pupils and, in particular, to raise the level of performance in the end of key stage tests so that more pupils attain the higher levels by encouraging pupils to answer accurately and at a greater pace.

- 97 All pupils follow a curriculum based upon the National Numeracy Strategy. Teachers plan weekly using the framework, but there is a lack of consistency in the quality and detail within these documents. The monitoring of this is not rigorous enough. A wide range of suitable assessment procedures has been introduced throughout the school. This includes ongoing colour-coded records of National Numeracy Strategy concepts and skills, half-termly end of unit assessments and end of year tests. Currently there is variability in assessment practice between teachers. Supplementary notes are not kept to record significant weaknesses and misconceptions in the shorter term to ensure individual needs are met effectively. Mathematics makes a good contribution to pupils' personal development. There are good examples of teachers using mathematics in other subjects, although cross-curricular links are not developed and applied with consistency for all year groups. Computers are used effectively to enhance mathematical understanding and skills as part of the scheme of work for ICT. Mathematical displays are used in classrooms and other areas to promote learning and record achievement. The two mathematics co-ordinators share their responsibilities and skills appropriately. The National Numeracy Strategy has been introduced successfully with local education authority support for staff training and the monitoring of teaching. Both co-ordinators have observed numeracy lessons as part of the nine-term cycle of school improvement. These developments have contributed to the progress the school is making. A new mathematics scheme, selected after full staff consultation, is to be introduced shortly. Work sampling by the co-ordinators and more rigorous analysis of the available pupil performance data should help to provide a clearer picture of the strengths and weaknesses in the subject. Such information should enable the setting of specific year group and key stage targets to complement the appropriate current whole school targets of problem solving and plenary effectiveness.

SCIENCE

- 98 In 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests was above the national average and well above that of similar schools. Over 90 per cent of pupils achieved the expected Level 4 or above, a figure similar to the national average, and almost 50 per cent the higher Level 5, which was well above the national average. Attainment in the National Curriculum tests has increased significantly since 1997. Inspection evidence confirms that attainment is above the average. There is little significant difference in the attainment of boys and girls. Teacher assessments, at the end of Key Stage 1 in 2000, indicated that about 90 per cent of pupils achieved the expected Level 2 or above, similar to the national average, and 18 per cent attained the higher Level 3, also similar to the national average.
- 99 The previous inspections found that attainment was about average in both key stages. The school has made good progress in science since then, especially in Key Stage 2.

Inspection evidence confirms that attainment has improved by the end of Key Stage 2. In 1996, 59 per cent of pupils in Year 6 of Liden Junior School achieved Level 4, and 10 per cent the higher Level 5. The attainment of pupils currently in Year 6 is likely to be only a little less good than that of last year's pupils. Inspection evidence shows that attainment of current Year 2 pupils is about average. Teaching, which was described as unsatisfactory in Key Stage 2, is now good, with much that is very good or excellent.

- 100 During Key Stage 1, pupils acquire satisfactory knowledge and skills. Pupils in Year 2 predict and describe the changes to materials, such as chocolate, on heating or cooling. They describe some of the uses of a range of materials, for example metal, glass and wood. They also understand that push and pull forces can lead to movement or a change of shape of material, such as plasticine. Pupils in Year 1 know the features of a balanced diet and, by Year 2, they link this to a person's health and the need for exercise. Year 1 pupils observe plants and flowers satisfactorily but, because of limited specific guidance, they do not record items of detail, for instance the shape of a leaf or petal. The support given to pupils with special educational needs ensures that they extend their knowledge satisfactorily. They are encouraged to record their observations in a variety of ways, and this enables them to demonstrate a secure understanding of the scientific ideas involved.
- 101 During Key Stage 2, teachers build effectively on the secure base achieved by Year 2; in many classes there is a rapid improvement, which is linked to particularly good teaching, correct use of scientific vocabulary and clear explanations. Pupils' scientific knowledge expands quickly so that, by the end of Year 6, attainment is above average. The school has also given attention to developing pupils' skills systematically, and most know how to observe and record their results well. Higher attaining pupils demonstrate good understanding through their ability to predict and hypothesise. Year 6 pupils know that exercise affects heart and breathing rates and record the data well using line graphs. They describe the characteristics of living things well and the higher attaining pupils describe different forms of seed dispersal accurately. Good use is made of force meters to measure weight in Newtons. Pupils show a good understanding of the force of gravity and how the upthrust of water can lead to floating. However, pupils did not use their force meters to show that the result of the forces involved leads to an apparent weight of zero. Teachers' good use of scientific vocabulary, for instance when describing electrical circuits, results in pupils learning well. Results from investigations are recorded accurately, but there are too few opportunities for pupils to carry out investigations that they have designed themselves. In Year 3, pupils know that some materials are magnetic, and others not. In Year 4, pupils generalise well that metals are conductors of electricity, and that non-metals are insulators. By Year 5, pupils have a good understanding of solids, liquids and gases and use their knowledge well to describe changes, such as evaporation or condensation, and to suggest how different substances, for example salt, sand and iron filings, could be separated. Pupils with special educational needs make good progress because teachers give thought to how they can record their observations, for instance about condensation and evaporation. At times, the quality of lower attaining pupils' work is limited because of a lack of care in presentation. In both key stages, pupils for whom English is an additional language are well integrated into classes and make similar progress to other pupils.
- 102 Throughout the school, pupils enjoy their science. They enjoy practical activities and the opportunities teachers provide for them to work in small groups, discuss their findings and report back to the whole class. This approach is making a positive contribution to the development of speaking and listening skills. Their attitudes to

science are good; illustrated by the excitement and interest evident during practical work. Behaviour is also good in both whole class and group activities, although a minority of pupils, especially a few boys, do not listen carefully enough. Pupils are keen to answer questions, make suggestions, carry out investigations and explain their predictions and observations. In Key Stage 2, in particular, they are confident enough to explain their ideas. When working in groups, pupils do so sensibly and share resources very well.

- 103 The quality of teaching is never less than satisfactory. It is very good in Key Stage 2 and satisfactory in Key Stage 1. Teaching helps to promote good learning by pupils, often because of the interest generated. The best teaching is exciting and allows pupils to develop their own ideas, within the context of the key scientific objectives planned. This was well demonstrated in an excellent Year 4 lesson where pupils investigated electrical circuits. The teacher provided an appropriate range of equipment, organised the groups effectively and encouraged pupils to explore the nature of circuits. She then allowed pupils to discuss their findings before getting some to share these with the whole class and to explain their hypotheses. Children are stimulated by the teachers' enthusiasm. The best lessons demonstrate good subject knowledge, correct use of scientific vocabulary, high expectations that are explained clearly to pupils and setting of work suitable for the wide range of attainment in the class. In lessons that are satisfactory in Key Stage 1, not enough guidance is given to ensure pupils observe closely what they are doing or the materials available. This was evident when Year 1 pupils studied plants and flowers, but their drawings lacked accuracy and suitable detail. Similarly, in Year 2, pupils found it hard to explain whether twisting was a pull or push force because the link between the two parts of the lesson was not made clear to them. The work of pupils with special educational needs is usually completed because teachers vary the way the pupils are asked to record their results. Teachers throughout the school make particularly good use of pupils' literacy, numeracy and ICT skills to promote learning in science. Pupils are managed well and suitable resources usually made available, although magnifying glasses would have helped Year 3 pupils to examine the detail of the good range of rock samples provided. Marking does not always help pupils to understand how they can improve and, on occasions, comments relate only to spelling or punctuation, and ignore the scientific content. At times, errors in pupils' work, such as referring to a woodpecker's incisor tooth, are not noted, and errors in spelling scientific terms, such as 'invertibrate', are uncorrected.
- 104 The pupils follow a broad curriculum, which helps to ensure a good balance between the development of their knowledge and skills. The school bases its work on the Qualifications and Curriculum Authority's scheme of work, supported by local authority guidance. The effective use of these schemes greatly assists pupils' learning. Very good links are made with other areas of the curriculum. Assessment is good. Knowledge and skills are assessed during each topic. Planning is often informed by a simple initial assessment, to identify pupils' strengths and weaknesses, at the start of an area of work. Staff have discussed samples of moderated work so that they have a clear idea about the levels that pupils can achieve as they move through the school. Science makes a good contribution to pupils' personal development. In particular, pupils are led through investigations so that they experience the excitement of finding out for themselves and they have to develop the social skills of working co-operatively and supporting each other. The co-ordinator leads the subject very well. It is through her work, and the support given to staff, that such a significant improvement in standards has been managed. She has been well supported by the local authority, so that there has been a well planned programme of observing teachers, as well as an examination of planning and pupils' work.

ART AND DESIGN

- 105 Standards in art and design are above those seen nationally at the end of both key stages for all pupils, including those with special educational needs and those for whom English is an additional language. This represents a good improvement since the previous inspections, when, although standards were above average at Key Stage 1 and in line with expectations at Key Stage 2, opportunities to investigate and communicate ideas were limited and the subject did not comply with statutory requirements. The pupils now have good opportunities to investigate and communicate ideas and statutory requirements are met. Standards are particularly high in pupils' skills in the range of media they use for their two-dimensional work and in their knowledge and use of these skills to achieve a good effect. In addition, the subject makes a good contribution to the richness of the learning experiences seen in the school and to pupils' social, moral, spiritual and cultural development.
- 106 The emphasis given to helping pupils develop good observational skills means that, from an early age, their still-life work is above average. Year 1 pupils use the ICT 'First Paint' program well when investigating light and dark. They investigated colour and texture and looked carefully at patterns in materials. Pupils considered critically the work of other artists, such as Picasso and Rembrandt. They applied their developing skills to making good quality portraits of themselves when older. Year 1 and 2 pupils made good observational drawings of tropical fruits and natural objects found on a walk, using tone and shade to good effect. Year 2 pupils made good links with literacy and art in their sensitive poems about colour.
- 107 The good development of skills continues into Key Stage 2. As the result of good teaching, Year 3 pupils have created very attractive landscape pictures by mixing blue and yellow in different amounts. They used ICT well to support their learning, for example, the 'Dazzle' program for making interesting patterns. Good use is made of art books in some classes to support the development of pupils' artistic skills, but practice varies. Year 4 pupils discussed what they meant by line and shape. The development of speaking and listening was enhanced by the discussion. Pupils focused their discussion by referring to an attractive display which included a print of 'Still life with Grapes and Clarinet' by Georges Braque. Pupils were interested in the possibilities of line and shape. They applied their knowledge of texture, colour and pattern to inform the discussion as they turned their attention to compare the use of line and shape in two paintings, 'Starry Night' by Van Gogh and 'From the Lake No. 1' by Georgia O'Keeffe. They discussed critically the similarities and differences. Within a time limit, using pencil, crayon and felt tip imaginatively and with good control, they filled up nine areas on a page with compositions of different lines and shapes, evaluated their work and considered ways in which they could improve. Good cross-curricular links were made with other subjects, for example, in Year 5, pupils enthusiastically prepared for a collaborative collage telling a narrative to accompany the text of 'The Legend of the Blue Bonnet'. Good attention was paid to form, space and texture. They explored how stories have been represented in textiles in different times and cultures. Good use was made of ICT to support learning, for example, three children worked with a student using a CD-ROM art appreciation program whilst studying the work of other artists. Around the school, there are very good examples of high quality glazed and fired pottery and clay work made by Year 6 pupils.
- 108 Throughout the school, pupils have good attitudes towards their work in art and

design and generally behave well. When teaching is good, pupils are enthusiastic and work well, sustaining their interest and effort to produce work of a good standard. Careful management of pupils and good role models provided by teachers ensure that pupils work together well.

- 109 Although, at both key stages, teaching is good overall, there is variation in pace and in what teachers expect from pupils both within year groups and key stages. Art and design is well linked to work in other subjects. Teachers use specific vocabulary and probing questions well to deepen pupils' art appreciation and help them to extend their thinking when comparing the work of other artists. At the end of a particularly good lesson in Year 3, pupils showed the photographs they had used as a basis for their observational drawings. They described carefully the process of looking closely and identifying key features in the picture. They used specific vocabulary such as 'foreground', 'background', 'landscape' and 'portrait' with confidence. Year 4 pupils made good progress in their use of line and shape as a result of good teaching in a well-organised lesson. They worked well in pairs, drawing a line in each other's sketchbooks, swapping books and developing their ideas imaginatively to make good quality compositions. Children enjoy the visual arts. They progressively develop their artistic skills, knowledge and understanding as they move through the school and as they investigate and make art, craft and designs. They use the elements of art and different materials with increasing confidence and control to communicate imaginatively what they see, feel and think.
- 110 The school uses the Wiltshire scheme of work, cross-referenced with the Qualifications and Curriculum Authority's guidelines. This guidance is to be reviewed this summer. There is good progression in the use of colour, pattern, tone, texture, line and shape, form and space with one element covered systematically each term. There are inconsistencies, however, in the use of sketchbooks to develop ideas and skills. ICT is used well to support learning and strong cross-curricular links are made with other subjects particularly literacy, numeracy and history. Resources are good.

DESIGN AND TECHNOLOGY

- 111 Standards in design and technology are above those seen nationally at the end of both key stages. This represents a significant improvement since the previous inspections, when standards were in line at Key Stage 1 but below expectations at Key Stage 2. A key issue arising from the previous inspection of the junior school was to raise standards in design and technology. This issue has been addressed very successfully. A previous weakness is now a strength.
- 112 Good emphasis is placed on improving skills as pupils move through the school. This is well illustrated in the making of good quality puppets in Year 2. Pupils considered which was the hardest job and the ways in which they could improve. They wrote down suitable instructions for making their puppets and evaluated the puppets they made. There was clear development of skills in their use of materials and in drawing, cutting, stitching, threading, gluing and joining. In Year 3, ICT is used well to support learning when considering the 'best sandwich'. In Year 4, pupils showed imagination in designing and making a new type of battery-powered light to satisfy a particular need. Year 5 pupils are developing good knowledge and understanding of the designing process through making biscuits to their own recipe. They made sensible decisions on shape, decoration, packaging and name. They used an ICT database very well to support their learning. Year 6 pupils designed, made and constructed shelters showing very good attention to detail, good quality evaluations, improvements and scale plans. Constructing the shelters improved their measuring, sawing and

joining skills. Pupils creatively apply appropriate knowledge and skills and succeed in designing and making good quality products from a range of materials and components. Pupils with special educational needs, and those for whom English is an additional language, make similar progress to others in their class.

- 113 Teaching is good. Learning objectives are clear. Pupils know what they are doing and why, and enjoy designing and making products. Teachers plan activities that extend pupils' knowledge, skills and understanding when they design and make. The methods teachers use strike a good balance between designing and making, with appropriate focused practical tasks. Designing and making assignments are used well to develop good skills, techniques and ideas. Teachers make good and consistent use of pupils' design and technology work books, which form a valuable record of pupils' good progress. In a particularly good lesson in Year 5, the teacher used his good subject knowledge to give valuable information. Excellent links were made with a range of subjects including science, history, ICT, mathematics, English and health education. Pupils made their own recipe for biscuits. The teacher encouraged them to research into the main ingredients and together they created a useful spreadsheet using the computer. He promoted independence in learning very well by setting homework requiring pupils to wrap a biscuit and study biscuit packaging at home, and bring the wrapped biscuit and a list of ingredients back to school.
- 114 The co-ordinator has been responsible for the subject since last September and is managing it well. The well-conceived draft scheme of work has been in use since January. The scheme is organised into units with an evaluation at the end of each. The scheme will be reviewed in the summer. The curricular guidance is good, emphasising appropriately evaluation, rebuilding, modification, function and appearance. A particular strength is the link made with other subjects. Good resources are used effectively to promote learning. Improvement since the last inspection has been good and there is a consistent method of assessment.

GEOGRAPHY

- 115 The previous inspection reports indicated that attainment at the end of Years 2 and 6 was close to the average or below. This was because of the curriculum being too limited and narrow. There were shortcomings in teaching and not all National Curriculum requirements were met. There was a lack of focus on developing pupils' skills. There has been good progress since then and pupils' attainment is now average, with a greater focus on the development of skills. National Curriculum requirements are met, planning is more detailed and teaching is satisfactory.
- 116 By the time pupils leave the school at the end of Year 6, they have a good knowledge of rivers, using vocabulary, such as source and tributary, well. Pupils' writing shows a sound understanding of the water cycle; they apply their scientific knowledge of evaporation and condensation well. They are aware of some of the climatic and physical features of mountain environments, and how humans are affecting them. During Key Stage 1, pupils develop skills to draw accurate maps of the school or to represent the 'Island of Struay'. They also make good deductions from maps of the local area to make accurate comparisons between Liden and Struay.
- 117 Pupils' attitudes and behaviour are good, which help their learning. Pupils are interested and enjoy discussing how life in Struay differs from their own. They apply

their knowledge well, suggesting, for instance, that it would help to use a key on their maps. Year 6 pupils enjoy using travel agents' brochures and discussing how humans are having beneficial and harmful effects in mountain areas.

- 118 Teaching of geography is satisfactory. The standard has improved since the last inspection, this is because of better planning and clearer structure for the subject. Teachers use resources effectively to interest pupils in discussion. In the best lessons, skillful questions help extend pupils' understanding and ensure the involvement of all pupils. This was well illustrated in a Year 2 lesson designed to assess pupils' understanding about similarities and differences between Struay and Liden. The teacher ensured that pupils with special educational needs could record their ideas using a dictaphone. Those for whom English is an additional language are able to take a full part in all lessons. Literacy and numeracy skills are used well, especially speaking and listening and data collection. Tasks set for older, higher attaining pupils are not always sufficiently demanding. At times, the pace of learning is not raised by giving pupils clear targets and there are occasions when the teacher talks for too long. As a result, even the oldest pupils can become restless. Marking is not always accurate enough to ensure pupils' continued improvement. This was illustrated when a pupil's work suggesting that 'desert regions were generally found around the equator' had been ticked.
- 119 Geography makes a good contribution to pupils' personal development, such as through consideration of the impact of waste on our environment or the effects of humans in mountainous regions. Not enough thought has been given to how geography can promote multicultural awareness. The subject is well led and the curricular organisation much improved. The school has recently introduced an appropriate procedure for assessing pupils' geography knowledge and skills. The co-ordinator regularly monitors pupils' work and ensures that teachers' planning follows the school's guidelines to cover the complete geography National Curriculum. She has not had the opportunity to monitor the quality of teaching in the classroom.

HISTORY

- 120 At the end of both key stages, pupils' attainment is in line with that expected nationally and all aspects of the National Curriculum are covered satisfactorily. This represents a sound and positive improvement since the previous inspections when skills were underdeveloped and there were gaps in pupils' knowledge and understanding of history at Key Stage 1. A key issue arising from the previous inspection of Key Stage 1 was to raise standards in history by completing schemes of work that enabled teachers to plan work that is progressively harder and develops pupils' skills and techniques. This issue has been addressed effectively and the newly introduced draft scheme of work for history now provides teachers with sufficient guidance to enable them to plan work that meets these requirements. An appropriate emphasis is now placed on ensuring that pupils in both key stages develop their historical knowledge, skills and understanding and cover the full breadth of study required within the National Curriculum.
- 121 By the end of Year 2, pupils demonstrate their developing sense of chronology and place events, such as the birth and death of Florence Nightingale, accurately on a timeline. Year 2 pupils also use pictures and artefacts to find out about the past, for example, they use pictures of nurses in Victorian times to develop their understanding of the impact that Florence Nightingale has had on hospital conditions. They

recognise that their own lives are different from the lives of people who lived in Victorian times and they have a clear understanding of the differences in conditions in hospital wards in Victorian times and today.

- 122 By the time pupils reach Year 6, they have covered the full range of history studies required in the National Curriculum. Year 6 pupils talk about changes since the 1930's, the emergence of new towns in the 1950's and key events in the 1970's. They have an accurate factual knowledge of aspects of the history of Great Britain, and the wider world, and are beginning to select and combine information from different sources. In both key stages, pupils with special educational needs or for whom English is an additional language make satisfactory progress.
- 123 Teaching in Key Stage 1 is satisfactory. Lessons follow the newly introduced draft scheme of work, and teachers make effective use of resources, such as pictures, photographs and timelines. All teachers have secure subject knowledge, which is evident in clear planning, and effective teaching which stimulates pupils' interest and results in their learning about the differences between past and present.
- 124 Teaching observed in the lower part of Key Stage 2 was at least satisfactory. In the majority of lessons it was good. In the best lessons, teachers have good subject knowledge; evident through the clear and appropriate objectives shared with pupils. Teachers make good use of pupils' own experiences, for example, to draw out an understanding of what it would be like to be a poor child in Tudor times, and they make good use of attractive and interesting resources, such as Anglo Saxon style artefacts which pupils investigate with enthusiasm and excitement. Pupils' responses are valued and this means that pupils are keen to involve themselves in lessons, they make good contributions to class discussions and listen to what others have to say. Lessons are well organised and this helps pupils to learn. A strength of history teaching, particularly in some classes in Key Stage 2, is the skilful use made of resources and artefacts.
- 125 Pupils have positive attitudes to history and those at the end of Key Stage 2 talk enthusiastically about their history lessons, they particularly value the wide range of cross-curricular opportunities that teachers provide to help them learn. These include opportunities to dress in period costume, to write from the perspective of an historical character and produce art and collage work on an historical theme.
- 126 The co-ordinator has recently introduced a draft scheme of work and this is having a positive impact on ensuring that what pupils learn builds on and develops previous learning. Monitoring of history teaching does not happen at the moment and this is a weakness in terms of ensuring consistency in teaching and learning throughout the school, however the school has plans to introduce the monitoring of teaching as part of its nine-term development plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 127 Attainment is in line with expectations at the end of Key Stage 1, a significant improvement since the last inspection. It remains below expectations at the end of Key Stage 2, although current levels of attainment represent a good improvement since the last inspection. The governors, headteacher and parents have invested heavily in a computer suite using the funding available which, when accommodated in the new primary school, will provide a first rate resource. In addition, all classrooms

have two to four computers, which are generally used effectively. The co-ordinators, who share the role, have put in place a strong curriculum based upon the Qualifications and Curriculum Authority's recommendations. The scheme of work identifies topics and specifies objectives for each half term. Clear cross-curricular links have been identified and the subject is taught well in the current cramped conditions. Excellent use is being made of the computers and the two enthusiastic leaders support teaching staff well. As a result, standards are rising rapidly and pupils are making progress in learning new skills in using word processors, spreadsheets, control technology and art related programs. Progress of pupils with special educational needs and those for whom English is an additional language is also good.

128 In Key Stage 1, standards are in line with those expected for pupils of their age. This is mainly a result of the regular weekly timetabled sessions for the subject and sound teaching. The teachers have satisfactory subject knowledge and are helped by the exemplar material that is used as the basis for the scheme of work. In Year 1, pupils know the different parts of the computer and are confident to select and load from the desktop. They are familiar with painting programs, use the toolbars effectively and the majority create and write in a text box. Year 2 pupils use a programmable toy, access the network, plan routes on the computer and save and print their work. In an excellent Year 2 lesson, the class teacher planned the session thoroughly and matched the challenges to ability well. In the introduction, pupils contributed ideas about where control technology could be found in the home. As part of the main activity, pupils were divided into two groups with a student teacher, a strategy that maximised pupils' learning. They estimated the distance the programmable toy would travel and checked by programming and executing their choices. The pupils were motivated and enthusiastic and both teachers challenged pupils' thoughts and participation throughout by effective questioning. All pupils gained first-hand experience and demonstrated that they could explain the task as a sequence of instructions. Challenge was introduced by placing an obstacle between two points and pupils explored how to solve this problem. This session served as a useful introduction to the future series of lessons where small groups will program the device to negotiate more complex routes. Both teachers channelled the pupils' enthusiasm through very good classroom control, made intellectual demands on their pupils and ensured a very good learning experience encompassing programming, robotics and mathematics.

129 The attainment of pupils at the end of Key Stage 2 is currently a little below average. However, standards are rising rapidly because pupils in the lower years are benefiting from the coherently planned curriculum and because teachers' subject knowledge is good. Very good work was observed in Year 3 where pupils used the sequence of turning on the computer and loading a program as the basis for instructional writing in literacy. Pupils in Year 5 classes were observed using the Excel database effectively. The teachers used real problems that appealed to the pupils. In one case, this involved costing the purchase of a gerbil and associated equipment and in another selecting materials and food for a class party at Easter. As a result, pupils were engaged and motivated. The teachers built effectively on pupils' enthusiasm. In the case of the very good lesson, the teacher's questioning skills, coupled with good interactive teaching, ensured a brisk pace. Pupils were required to change data and observe changes to the various graphical representations selected, and to explain the best form of representation. In this class, pupil pairings were carefully planned to optimise learning. A good Year 6 lesson made effective cross-curricular links to geography. Pupils accessed the Internet and recorded local weather forecast information. A majority of the class compared this to another UK location. For

homework, all pupils were set the challenge of finding out about mountain climates. Those pupils with computers at home were encouraged to use the Internet or CD-Rom; for those without, a research in books was required. The extensive use of ICT across the curriculum is confirmed by pupils' books and the portfolio of work developed by the co-ordinators.

- 130 Overall the quality of teaching in both key stages is good, although there is variability between classes. Unsatisfactory teaching in Key Stage 1 is associated with classroom management and a failure to create and maintain a suitable learning environment. In part, this is linked to cramped classroom accommodation. In Key Stage 1, learning support assistants are used effectively in ICT. They use focused questions well to help clarify tasks. The quality of teaching in Key Stage 2 is never less than satisfactory. In both key stages, pupils' learning is good. Accommodation in the current ICT suite is cramped. It is not an ideal venue for teacher demonstration and there are instances when pupils are distracted by others.
- 131 The subject is very well co-ordinated and the leadership is excellent. This quality of leadership, staff commitment to personal ICT training and a carefully planned scheme of work have resulted in standards improving at a very fast rate. Standards are not higher at the end of Key Stage 2 because of the lower prior attainment and the fact that too little time has passed since the improved curriculum was put in place. Resources are very good, used well and have a positive impact on improving standards. The nine-term development cycle is being used by the co-ordinators to develop the subject systematically. A portfolio of pupils' work exemplifies the standards achieved across the school and demonstrates the range of concepts and skills acquired. For the future, there are plans to develop the Intranet with local schools, establish links with similar schools in Britain and beyond, to raise cultural awareness, and provide a home-school link through the Internet. Pupils have too few opportunities for independent use of ICT in school time.

MUSIC

- 132 Standards in music are above those seen nationally at the end of Key Stage 1 and well above by the end of Key Stage 2. This represents a significant improvement since the previous inspections, when standards were below average at Key Stage 1 and in line with expectations at Key Stage 2. Music did not meet statutory requirements at either key stage, particularly composing at Key Stage 1 and in appraising and composing at Key Stage 2. A key issue arising from the previous inspection of Key Stage 1 was to raise pupils' standards in music. This issue has been addressed very successfully. A previous weakness is now a strength. Statutory requirements are now met.
- 133 Attainment is above expectations in composing and appraising and also in listening, and in applying knowledge and understanding. In performing, particularly singing, standards are high. Pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. The updated policy and scheme of work lead children well through the elements of music. Key Stage 1 pupils follow an appropriate commercial scheme of work. They do well at performing and appraising music written by themselves and others. They evaluate and improve their work successfully. During the weekly Key Stage 1 hymn practice, led by the music co-ordinator, children try very hard to improve. They sing tunefully, expressively and with enthusiasm.
- 134 Key Stage 2 pupils have very good opportunities to appraise the work of composers

from Baroque, Classical, Romantic and Modern Periods. These opportunities are developed systematically by the music co-ordinator during assembly times and lessons. The music is mainly of western origin, with little from a wider range of cultures. Key Stage 2 pupils relish composing their own work and have very good opportunities to do this. They respond very well to the music of other composers and comment on instruments, specific features, dominant elements, place and time, structure and form with confidence. They interpret the mood conveyed by music very well. Music is used very well to develop skills in other subjects, particularly the development of literacy, dance, science, art and design, and ICT.

- 135 Teaching in Key Stage 1 is good overall and pupils make good progress. The teachers reinforce musical terminology well and pupils listen carefully and follow instructions. The Year 1/2 teacher and her class were joined by two pupils from the Chalet Special School with their teacher. Together, pupils identified stringed instruments in 'Peter and the Wolf' music. They know that stringed instruments can be used to produce a melody. They recognise and discuss Peter's voice and know what instruments are being played. Pupils work sensibly in pairs investigating how elastic bands make sounds. Very good links are made with science. Year 1 pupils noticed that they 'ping' and Year 2 pupils made high and low sounds with the elastic bands. In a Year 2 class, the teacher exploited learning opportunities well. Pupils listened critically to 'Peter and the Wolf'. One girl thought Peter was 'a happy little boy' and a boy responded 'Yes and I think he was skipping'. In Key Stage 1, when singing in the hall, the very good teaching and tremendous enthusiasm helped pupils make very good progress. Pupils with special educational needs, or with English as an additional language, make equally good progress because the songs are often repetitious and rhyme, which enables them to build up a repertoire of songs.
- 136 Teaching at Key Stage 2 is very good overall, and sometimes excellent. Very high expectations and effective behaviour management are features in these lessons; these help pupils make very good progress in all lessons. In Year 3, pupils understand notation in a variety of forms and sing with enjoyment simple tunes in rounds, whilst using percussion instruments well and making imaginative rhythmic movements. The teacher's excellent use of musical vocabulary and enthusiasm inspire the pupils to do their very best. Very good links are made with literacy as Year 5 pupils listen to Benjamin Britten's 'Young Person's Guide to the Orchestra'. Pupils identify elements of the music, instruments and use words precisely to describe emotions, moods and images. Very good use is made of home-made and bought percussion and tuned instruments. Pupils join in repeating patterns of the music well. The teacher uses probing questions very well to deepen and extend pupils' thinking. Year 6 pupils use highly developed rhythmic skills in response to contemporary music. They listened attentively to part of the music from the motion picture 'Sliding Doors'. They closed their eyes and listened to 'Thank You' performed by Dido. Pupils were inspired and captivated by the music. They hummed the difficult tune from memory and then, in groups, wrote their own lyrics, responding perceptively and imaginatively to the mood of the piece. This was a very good link with literacy. One talented boy wrote two verses, a chorus and a bridge. Children enjoyed performing their lyrics and made judgements on the quality of each group's offering. They offered mature, constructive criticism and were very appreciative of each other's offerings. They were attaining well above the standard expected. The teacher, in the work set, consistently built, with increasing pace, on previous learning. Pupils' attainment rose to meet the demanding, motivating and innovating expectations of her. All learning opportunities were fully exploited.
- 137 The subject is very well managed and led. The co-ordinator is very enthusiastic. She

has a good knowledge of the strengths and areas to develop in the subject. The contribution of music to pupils' spiritual, moral, social and cultural development is very good. Until Christmas, Key Stage 2 pupils benefited from opportunities for additional instrumental work through involvement in the Froseth Scheme'. Unfortunately, the peripatetic teacher left at Christmas and a replacement is not yet available. In the light of this development, the Key Stage 2 scheme is now under review. The school gives pupils very good opportunities to perform both within school and in the local community. Currently the school choir is practising for the Swindon Music Festival and is learning songs from Russia and Spain.

PHYSICAL EDUCATION

- 138 The previous inspection indicated that the majority of pupils in Key Stage 2 achieved standards in line with national expectations and attainment of those at the end of Key Stage 1 was above the national average. Standards at Key Stage 2 have made a small improvement since the last inspection, whereas standards in Key Stage 1 have declined slightly. This decline in Key Stage 1 is due, in part, to the limitations which the current building and amalgamation programme have imposed on the accommodation and use of resources for physical education.
- 139 During the inspection, lessons observed in Key Stage 1 included gymnastics and dance, in Key Stage 2 a wider range of lessons was observed and included swimming, orienteering, outdoor playground games, gymnastics, dance and outdoor football. Only two lessons were observed in Key Stage 1 and from this limited evidence base, standards in Key Stage 1 are currently in line with national expectations. Pupils in Years 1 and 2 explore simple dance skills and remember and repeat simple dances on a rain theme. Their dances demonstrate a suitable level of control and co-ordination. In the few lessons observed, all pupils, including those with special educational needs or for whom English is an additional language, made satisfactory progress.
- 140 Teaching is always satisfactory in Key Stage 1. Teachers' sound subject knowledge informs effective planning and translates into satisfactory teaching, which results in solid learning. In Year 2, planned lessons, with clear learning objectives shared with pupils and effective reminders of learning to date, enable them to build on previous learning effectively and to develop and perform a three-action sequence, which includes a jump, a twist and a balance. A small minority of pupils in the audience were distracted when asked to watch and evaluate critically the performance of their peers.
- 141 Teaching is at least satisfactory at Key Stage 2 and occasionally good. The good lessons are distinguished by the effective use of time and good assessment. In the best Year 6 gymnastics lesson, the teacher's good subject knowledge is evident through the high quality questions, which encourage pupils to consider, evaluate and review their work. Pupils link skills in balancing and travelling on apparatus, they demonstrate precision and control and some fluency in their movements. Pupils compare and comment on their own and others' performance, they apply criteria when they observe each other's work and evaluate stillness and balance in movements. Pupils have a clear understanding of the benefits of exercise and explain how the body reacts during exercise. Good teaching in Year 5 enables pupils to compose and perform an American Indian style dance to the theme of a bad

dream, caught in a dream-catcher. Although teaching and learning are sound overall, with some good aspects in Key Stage 2, there is still some inconsistency in the use of evaluation to improve pupils' performance. The physical education co-ordinator is aware of this and plans to take steps to remedy the weakness.

- 142 A wide range of physical education and games activities is taught throughout the school. The curriculum, particularly at Key Stage 2, is broad and balanced and includes dance, gymnastics, orienteering, swimming and outdoor games, such as football and hockey. The school provides a good range of extra-curricular activities, which includes football and gymnastics. These clubs are highly popular and well attended.
- 143 Pupils enjoy physical education and the majority have positive attitudes and behave well during lessons; very occasionally exceptions occur, for example, younger pupils who lose concentration when observing the performances of their peers. The newly appointed co-ordinator leads the subject effectively and the school scheme of work, which is based on the Qualifications and Curriculum Authority's scheme, provides useful guidance to all staff.
- 144 Staff have had good opportunities to develop aspects of physical education teaching, through working with a member of the lifestyle team, who has provided demonstration lessons in a range of areas. The school is currently undergoing a large rebuilding programme and this is having a negative impact on the accommodation available for physical education. The small hall is used for a wide range of activities including lunchtime, assemblies, drama and physical education; this limits the time available for indoor work. Although the large field provides good space for games, drainage problems limit its use and the two reasonable sized playgrounds have uneven surfaces as a result of building work and broken drains.

RELIGIOUS EDUCATION

- 145 It was only possible to see two lessons, both at Key Stage 2, during the inspection. However, evidence is also taken from the scrutiny of pupils' work and discussions with Key Stage 1 pupils. Since the school was last inspected, standards have been maintained and, at both key stages, all pupils, including those with special educational needs or for whom English is an additional language, achieve appropriately for their abilities and reach the standards set out in the locally agreed syllabus
- 146 Key Stage 1 pupils retell the Christmas story and the parable of the Good Samaritan accurately. They know that Jesus taught his followers to love their enemies. Pupils are beginning to recognise groups of people who give help to others. They are also reflecting on how religious teachings can help them to form good relationships. They learn how avoid spoiling relationships, for example by jealousy.
- 147 Key Stage 2 pupils develop a greater knowledge of different faiths, such as Christianity, Islam and Judaism. They know the significance of symbolism in religion, for example in the shamrock to represent the Trinity in Christianity. Through good activities, which help them to understand that they can be several characters, for example a friend, sister and daughter, they gain a secure understanding of what Christians believe about the nature of God. Good thought is given to helping pupils understand the features that are common to many religions, such as the nature of worship and celebration. They build on their skills of relating religious teachings and beliefs to their own lives. This gives good support to their social and moral development in learning about friendship, happiness or disappointment.

- 148 In the Key Stage 2 lessons observed, pupils' attitudes were good. They are thoughtful and confident about sharing their views and listening to those of others. This gives good support to their personal development, as well as helping them to gain a greater understanding of what it means to be a member of a faith community
- 149 It is not possible to make a secure judgement about teaching at Key Stage 1 but, from the scrutiny of work and talking to pupils, it is evident that teachers have satisfactory subject expertise and expectations of what pupils can achieve. At Key Stage 2, teaching is at least satisfactory and one very good lesson was seen. This maintains the standards seen at the last inspection. All Key Stage 2 teachers have sound subject knowledge and appropriate expectations of what pupils can achieve. In the lessons seen, teachers managed pupils well, particularly in discussion activities and this gave good support to developing speaking and listening skills. At both key stages, pupils make the expected progress in their learning although the emphasis on encouraging pupils to put forward their own ideas means they develop a good knowledge of what they are learning at Key Stage 2.
- 150 The curriculum is currently planned around the locally agreed syllabus of the previous education authority. It ensures appropriate coverage and gives good guidance to teachers who are less confident at teaching the subject. This ensures that teaching is always at least satisfactory. At the time of the last inspection, there was no subject policy and insufficient time was spent on teaching religious education. These weaknesses have now been addressed.
- 151 Currently the headteacher is the subject co-ordinator and he has recently introduced a system for recording work that has enabled him to monitor the provision and standards. Resources are generally satisfactory and artefacts are augmented by loans from the local authority resource centre.