

INSPECTION REPORT

Pucklechurch CE VC Primary School

Bristol

LEA area: South Gloucestershire

Unique reference number: 109171

Headteacher: Mr J Taylor

Reporting inspector: Mr Stephen Dennett
13712

Dates of inspection: 10th April to 13th April 2000

Inspection number: 191737

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INFORMATION ABOUT THE SCHOOL

Type of school:	Voluntary Controlled
School category:	Primary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Castle Road Pucklechurch Bristol
Postcode:	BS16 9RF
Telephone number:	0117 937 2579
Fax number:	0117 937 4823
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Williams
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S Dennett	Registered inspector	Art	What sort of school is it? The school's results and achievements. How well are the pupils taught? What should the school do to improve further?
Mr B Sampson	Lay inspector		Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr J Plumb	Team Inspector	Religious Education Geography	How well is the school led and managed?
Mr R Braithwaite	Team Inspector	Mathematics Physical Education	
Mrs D Morris	Team Inspector	Information Technology Children under five Equal opportunities	
Mrs J Coop	Team Inspector	English Design and Technology Special educational needs English as an additional language	
Mr M James	Team Inspector	Science History Music	How good are the curricular opportunities offered to pupils?

The inspection contractor was:

Evenlode Associates Limited

6 Abbey Close
Alcester
Warwickshire
B49 5QW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pucklechurch Church of England Voluntary Controlled Primary School provides full-time education for 336 pupils, 172 boys and 164 girls. Only one pupil is from a non-white ethnic background, which is very low compared to the national average. One pupil speaks English as an additional language, which again is very low in comparison to national averages. There are 76 pupils on the school's register of special educational needs, which is about average, but only 4 have statements. Twenty-two pupils claim free school meals, which is below average. This figure has been falling over the past few years and the local education authority has produced information to show that this does not accurately reflect the actual number of pupils eligible for this benefit. Pupils' attainment on entry to the school and their social and economic circumstances are both average.

HOW GOOD THE SCHOOL IS

This is an effective school which has made significant progress in addressing the issues raised by the previous inspection. The very good leadership of the headteacher has ensured that good standards have been maintained and in several cases improved. The school provides good value for money.

What the school does well

- Pupils have very positive attitudes to school, behave very well and relationships are very good.
- Provision for pupils' personal development, care, health and safety are very good.
- The leadership and management of the school are very good.
- Pupils achieve standards which are above average in English, mathematics and science. Standards are above average overall.
- The quality of teaching is good overall at both key stages. A significant proportion of teaching is very good or excellent. Pupils learn well and make good progress overall.
- Pupils are given a good range of learning opportunities and the provision for extra-curricular activities is excellent.

What could be improved

- The quality of provision for information technology as identified in the school's action plan.
- The provision for physical education for children under five.
- The accommodation for learning.
- The assessment of pupils' achievements in religious education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION

In 1997 the school received a positive report. Since then there have been a number of significant improvements and all the key issues raised on that occasion have been dealt with effectively. Higher attaining pupils are now given tasks which are well matched to their capabilities and are consistently challenged to do their best. The school has taken steps to improve the provision for pupils' cultural development and this is now good. There are now good systems for measuring the cost effectiveness of spending decisions. In addition to these specific issues raised by the previous inspection, the school has also improved standards in English, science, art and design and technology. Aspects of mathematics have been improved, as have standards of singing in music, pupils' knowledge of places in geography and standards of dance in physical education. The quality of teaching has improved from satisfactory to good. Pupils' attitudes and behaviour have also improved from good to very good. There have been considerable improvements in the management of the school, which is now very good. The ethos for learning has also improved and is now also very good. Overall, the school has made a good level of improvement since the previous inspection. However, there is one area where there has been some deterioration and that is information technology, where standards are not as good as on the occasion of the previous inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	D	C	D
mathematics	B	E	B	C
science	B	C	A	A

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

The above table shows that in the 1999 national tests in English, pupils achieved standards which are similar to the national average. In comparison with schools with a similar number of pupils eligible for free school meals, standards were below average. In mathematics, pupils achieved standards which were above national average, but in line with those achieved by pupils in similar schools. In the national tests for science, pupils achieved standards which were well above average both nationally and compared with similar schools. There has been considerable variation in test results over the past three years, due mainly to the composition of cohorts. For example, in the 1998 Year 6 cohort, 25 per cent of pupils were on the school's register of special educational needs. Observed standards in English, mathematics and science are all above average and pupils are making good progress in their learning. Pupils' achievements are also above the expected level in design and technology, art and music. Pupils achieve the expected levels in religious education, geography, history and physical education. Standards in information technology are below national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. This enables them to get maximum benefit from the educational opportunities offered by the school.
Behaviour, in and out of classrooms	Pupils' behaviour is very good both in the classroom and around the school. They are always polite to visitors.
Personal development and relationships	Pupils' personal development is very good. They have very good relationships with each other and with their teachers.
Attendance	Attendance is very good. Pupils arrive punctually to school and to lessons.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. In lessons seen during the inspection, 7 per cent of teaching was excellent, 22 per cent was very good and 52 per cent was good. There was no unsatisfactory teaching. Teachers have good subject knowledge which they use well to increase pupils' understanding of the subjects of the curriculum. The teaching of English, mathematics and science is good at both key stages. Pupils are taught the basic skills of literacy and numeracy well. Teachers' planning is effective and meets the needs of all pupils well by providing learning tasks which are suitable for their abilities. Teachers make good use of time and resources, which has a positive impact on pupils' learning. Although all the teaching seen was at least satisfactory, the teaching of information technology is unsatisfactory overall, as teachers have insufficient subject knowledge and insufficient use is made of the limited number of computers for pupils to make satisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils are provided with a good curriculum, which is well suited to their age, aptitude and abilities. The provision for extra-curricular activities is excellent.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Support is very effective, both in withdrawal groups and in class lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' personal development is very good. They are provided with good opportunities to develop their spiritual and cultural awareness. Provision for pupils' moral and social development is very good.
How well the school cares for its pupils	The school cares for its pupils very well. There are very good systems for ensuring good attendance and behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership provided by the headteacher and management of the school is very good. There is a very clear educational direction to all its activities and there have been significant improvements made since the previous inspection.
How well the governors fulfil their responsibilities	The governing body is very effective in fulfilling its responsibilities. Governors take an active role in supporting and monitoring teaching and learning.
The school's evaluation of its performance	The school's monitoring of its performance is good. There are effective systems for identifying targets for improvement and monitoring progress towards completion of them.
The strategic use of resources	The school makes very good use of its resources including specific grants and other funding. Although there are sufficient resources in most subjects, there are insufficient reliable computers for the delivery of the subject and the accommodation is cramped. The school applies the principles of best value well when considering its expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Many parents think the school provides a good education for their children. Parents speak highly of the headteacher and the staff. Several parents commented on how happy their children were at school. A number of parents commented positively on the wide range of extra-curricular activities offered to their children by the school. Several parents commented on how well the school prepared their children for the next phase of their education. Parents of pupils with special needs think the school helps their children to learn effectively. Many parents felt the school dealt effectively with their enquiries. A number of parents felt that teachers were approachable and willing to listen. 	<ul style="list-style-type: none"> A few parents felt that issues were not resolved quickly enough. A significant minority of parents felt that some staff were not so approachable and did not listen to parents' concerns. A few parents would like more information about their children's behaviour and a number of others expressed concern at the lack of information on a range of issues. Some parents object to the structure of literacy and numeracy lessons, which they feel is stifling creativity, especially in Key Stage 1. A few parents expressed reservations about national testing, especially at age seven. A number of parents expressed concern over the crowded conditions in the school. Some parents think that their children have too much work to do at home.

Inspectors agree with the positive comments made by parents. There is no evidence that issues are not dealt with effectively and most parents assert this is the case. All staff are available at reasonable times during the day and welcome parents' comments. There appears to be a satisfactory range of information available for parents and the level of communication is appropriate. The school has taken steps to ensure that the national strategies for literacy and numeracy have been implemented appropriately and this is having a positive impact on the standards achieved by pupils. The inspection team agrees that the buildings are crowded and this is having some detrimental effect on some subjects, although staff work very hard to minimise this. Homework makes an appropriate contribution to pupils' learning and is in accordance with national guidelines.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children under five enter the reception class with average attainment. They make satisfactory progress in literacy and numeracy. They reach the national desirable learning outcomes in all areas by the time they are five except in their physical development. This is similar to the previous inspection. At the time of the current inspection there were 14 children under five in school.
2. The school's results at the National Curriculum tests for reading and writing in 1999 show standards above the national average at the end of Key Stage 1. In reading the proportion of pupils reaching level 3 was close to the national average, while in writing the proportion achieving level 3 was well above the national average. Compared to schools with a similar number of pupils eligible for free school meals, standards were above average. Trends over the last 3 years show that standards in writing have been broadly maintained. Over the same period, although standards in reading have remained above the national average, there has been a downward trend. As there are considerable variations in the numbers of pupils in year groups, as well as a significant number of pupils with special educational needs in some classes, year-on-year comparisons are unreliable. The downward trend in reading has been addressed through some changes in staffing and the introduction of improved phonic teaching strategies. There is no significant difference between the attainment of boys and girls overall. The findings of the inspection are that observed standards in reading and writing are above the national average and improving. This is a similar position to that found by the previous inspection.
3. At Key Stage 2, results at the National Curriculum tests for English in 1999 showed standards close to the national average in comparison with all schools but below when compared to schools with a similar number of pupils eligible for free school meals. Pupils attaining level 4 were above the national average, however pupils attaining level 5 were below the national average. Trends over the last three years show while there has been some variation, standards have broadly been in line with the national trends with a slight rise in standards since 1998. Again, there were a significant number of pupils on the school's register of special educational needs in 1998, which resulted in lower overall standards attained. At this Key Stage there has been some significant staff and organisational changes with some evidence that expectations were not as high in the past. Boys' and girls' attainment is broadly similar. The findings of the inspection are that, due to an improvement in organisation and the introduction of target setting for individual pupils, observed standards in lessons seen during the inspection show that pupils generally achieve standards above the national average and in line with those of similar schools. This is much the same position as that found by the previous inspection.
4. In the 1999 national tests in mathematics at the end of Key Stage 1 standards were well above average overall. The number of pupils attaining the expected Level 2 was well above the national average and the number of pupils reaching the higher level 3 or above was close to the national average. These results were average in comparison to similar schools. Over the last three years pupils' attainment overall has been above the national average. The attainment of boys and girls was broadly similar. Observed standards show that at the end of the key stage, pupils achieve standards which are above average and this is an improvement since the previous inspection, where standards were found to be in line with the national average.
5. At the end of Key Stage 2 in the 1999 national tests, pupils achieved standards in mathematics which were above the national average. The number of pupils reaching the expected Level 4 or better in 1999 was close to the national average, but those reaching the higher Level 5 was above average. Pupils' performance was average in comparison with similar schools. During the last three years pupils' attainment overall has varied considerably, rising steeply since 1998. The main reason for this improvement was that the 1998 cohort contained a significant number of pupils with special educational needs, whereas the 1999 cohort was more evenly balanced. The attainment of boys and girls was broadly similar. Observed standards are above average when pupils leave the school at age eleven. This is a similar position to that found by the previous inspection.

6. In the 1999 National Curriculum assessments at the end of Key Stage 1, the percentage of pupils reaching level 2 in science was very high, and the percentage of pupils reaching level 3 was well above the national average. When compared with similar schools the percentage reaching level 2 was very high and the percentage reaching level 3 was above the average. In the 1999 National Curriculum tests at the end of Key Stage 2, the percentage of pupils reaching both level 4 and level 5 was well above the national average. In comparison with similar schools, the school's results were well above average. The attainment of boys and girls was broadly similar. Between 1997 and 1999, the schools' results show a significant improvement, and taking the three years together, pupils' performance has been above average. From observations of the pupils at work in their lessons, and a scrutiny of their previous work, current inspection findings show that the present cohorts of pupils are working at levels above the national average, at both key stages. These findings do not show a fall in standards since 1999, but rather reflect the different groups of pupils now in Year 2 and Year 6. Overall, these findings represent an improvement in standards since the previous inspection.
7. The school's trend in all three core subjects at the end of Key Stage 2 is broadly in line with the national trend. There are no significant differences between the trends in English, mathematics and science and all three show similar patterns over time. Overall, boys make similar progress to girls in all three subjects, and higher attaining pupils make satisfactory progress in relation to their capabilities.
8. The school has set appropriate targets for English and mathematics. The target for 2000 in English is 83 per cent of pupils attaining level 4 or above in the national test. The targets for mathematics is 79 per cent of pupils attaining level 4 or above. The school is making good progress towards meeting these targets.
9. Standards in literacy are good at both key stages. Pupils' speaking and listening skills are average when they enter the school, but they achieve standards which are above average by the time they are eleven. Standards in reading are generally good, and there are good opportunities for pupils to conduct research at Key Stage 2. As a consequence, their higher reading skills are developed well. Pupils' writing skills are good and by the time they leave school at eleven, most pupils reach standards which are above average. Standards in numeracy are good at both Key Stages. Pupils are able to perform rapid mental calculations and solve arithmetical problems using a wide range of numerical strategies.
10. At Key Stage 1, pupils make satisfactory progress in religious education and achieve standards by age seven which are similar to those expected by the locally agreed syllabus. In information technology, standards are below the expected standard and pupils make unsatisfactory progress in most aspects of the subject. Pupils' achievements in art, geography, history and physical education are similar to those expected from pupils of this age and they make satisfactory progress. Pupils make good progress in design and technology and music and standards are above those expected.
11. Standards in religious education are similar to those expected by the agreed syllabus by the time pupils are eleven and they make satisfactory progress. However, standards in information technology are below those expected at the end of the key stage and pupils make unsatisfactory progress. Pupils make good progress in art at Key Stage 2 and standards are above the expected level by the time they are eleven. In design and technology and music pupils continue to make good progress and standards are above the expected standard at the end of the key stage. Standards in singing are well above expectations. Pupils' progress in geography, history and physical education is satisfactory and they reach the expected standards by the time they are eleven.
12. Pupils with special educational needs make good progress and generally attain standards, which match their capabilities well. This is due to the well planned support given both within class and when withdrawn. Pupils who have been identified as particularly gifted make good progress and achieve very high standards in their work. They are well supported by teachers and other staff.

Pupils' attitudes, values and personal development

13. The development of personal and social skills of children under five is satisfactory. Many are beginning to make independent choices, and they generally work well with their peers. They take turns and know and understand simple classroom rules. Almost all children behave well except when they are tired.
14. Pupils' attitudes to school are very good. This is an improvement since the previous inspection when pupils' attitudes were judged to be good. The majority of pupils, at both key stages, concentrate very well during lessons and are eager to learn. This was very evident in a Year 1 art lesson, for example, where pupils had previously completed an Easter card showing cotton wool sheep, trees and flowers. Two boys were very philosophically comparing colours that each had used, for the flowers, and discussing their own colour preferences. Pupils are very proud of their work and are pleased to show examples of their efforts to visitors. In the same class they asked 'Do you like my sheep? It took me a long time, but do you think I have done the legs too long?'
15. Most pupils behave very well both in class and in and around the school. This very good behaviour is an improvement upon the already high standard of the previous inspection. The school has had no exclusions during the last twelve months. The local village community comment favourably upon the behaviour of pupils from Pucklechurch School. The children are very courteous. They stand back and open doors for you and enquire whether in fact you are lost. Pupils in general respect each other, staff and all other adults.
16. There were no incidents of oppressive behaviour, including bullying, sexism or racism witnessed during the whole inspection. This is very good and yet another strength of the school. Pupils have it instilled into them, that all of their actions will have an impact upon others. This they understand very well indeed and they portray it generally throughout their lives. Respect for the feelings, values and beliefs of others within the school is good.
17. Personal development and relationships are very good. These aspects have continued to improve since the previous inspection. The school has a very good personal and social education programme and pupils benefit immensely from the rigour of their learning. The majority of pupils are natural communicators, they are friendly and get on very well together. They have a great sense of responsibility, involvement and citizenship. Pupils are proud of their school and regularly tidy up and plant border gardens around the school. No vandalism or graffiti was witnessed at the school. Before assembly times, pupils are very industrious in setting up the music stands, a rostrum and arranging music. Many pupils have responsibilities. For example, they return registers to the office and take messages to staff. During one specific playtime several older pupils were observed teaching Year 1 pupils how to skip and play hop scotch. Pupils are sensitive to their peers with special educational needs. In particular they are supportive of those pupils with emotional and behavioural difficulties and develop a good understanding of their particular needs. Pupils with special educational needs generally enjoy school and have positive attitudes to their work.
18. Attendance at the school is also very good. It has improved since the previous inspection. Overall figures are now above national averages. The school has no unexplained unauthorised absences. The majority of pupils come to school and into classes on time, and lessons commence promptly.
19. Overall, the attitudes, behaviour, personal development and attendance of the pupils has a very significant impact upon the general standards and quality of their learning.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching and learning for children under five is satisfactory overall. Teachers plan their lessons well, but occasionally do not take the needs of the youngest children into account. Few lessons seen were too long for this group, and activities were not sufficiently linked to the early learning goals for pupils under five.

21. The quality of teaching is good overall. There has been a significant improvement in the quality of teaching since the previous inspection and in lessons seen all of teaching was at least satisfactory. In 52 per cent of lessons it was good, in 22 per cent it was very good, and in 7 per cent of lessons teaching was excellent. This is a much higher proportion of good and very good lessons than was seen previously. The overall impact of teaching over time is good, with standards being above average in all three core subjects. However, the quality of teaching of information technology is unsatisfactory and standards are below expectations at both key stages. The quality of teaching in other subjects is satisfactory overall at Key Stage 1 and good at Key Stage 2, especially in music, design and technology and art.
22. The quality of teaching in English is good throughout the school. Teachers have a good understanding of the format and requirements of the literacy hour and are using it well, with an imaginative selection of texts for the shared reading and well chosen group and individual tasks. Teachers have very high expectations, especially at Key Stage 2 and higher attaining pupils are challenged effectively. Teachers' assessments are very effective and are used very well to provide pupils with clear targets for further improvement. Good use is made of homework to extend pupils' knowledge and understanding.
23. In mathematics, the quality of teaching is good overall. In many lessons seen, the quality of teaching was very good. This very good teaching is characterised by a high level of challenge, very good mutual respect between teachers and pupils, very good subject knowledge and an enthusiasm by all concerned to achieve targets. Teachers manage pupils very well and good use is made of assessment to adjust future lesson plans. In the few lessons where the teaching was satisfactory, overlong introductions reduced the effectiveness of the lesson. In these lessons, pupils made relatively slower progress and the quality of learning was only just satisfactory.
24. The quality of science teaching is good overall, with examples of very good teaching observed at both key stages. Lessons are well planned, with teachers throughout the school making especially good use of practical activities. Teachers are particularly careful to use, and emphasise, the correct scientific terminology, which has a beneficial effect on pupils' overall learning. Teachers have good subject knowledge, and provide clear instructions and helpful demonstrations of the work that is to be undertaken. They have high expectations of their pupils' work.
25. The quality of teaching in information technology is unsatisfactory overall. Despite the introduction of some good, new multi- media computer systems, the amount of resources to support the subject is insufficient. This seriously inhibits efficient, and systematic teaching of basic skills to all pupils, and has a negative impact on the quality of learning in the subject. The direct teaching of skills is difficult and there are too few examples of teachers and pupils working together to improve standards. Some teachers also lack expertise in the use of the new systems that have recently been provided. Teachers' assessments of what pupils know and can do are unsatisfactory and do not provide sufficient information for the setting of targets for improvement.
26. In religious education the quality of teaching seen in lessons was good. However, this good teaching has yet to raise standards above the expected level and as a consequence, the quality of teaching overall is satisfactory. The best teaching is conducted at a very good pace and excellent use is made of tactile resources to evoke curiosity and to make a very valuable contribution to pupils' spiritual development. In excellent lessons, teachers' knowledge of the Bible and customs associated with Christian festivals is used very well to inspire pupils in their learning. Where teaching is satisfactory overall there are a number of shortcomings. For example, in one Year 4 lesson the pace was slow and pupils consequently lost concentration and this in turn had a negative impact on their learning.
27. Outstanding features of the best teaching seen in other subjects during the inspection include high expectations of behaviour and academic performance, generally good subject knowledge and effective pupil management. Less effective teaching did not make good use of time, assessment information or of homework to support pupils' learning. The quality of teaching for pupils with special educational needs is good. Pupils are supported well both within class and when withdrawn for additional support. Teaching is focused appropriately on pupils' individual needs, and a wide variety of well-planned teaching strategies are used, in order to support and enhance learning. As a

consequence pupils make good progress. The school caters well for the very few gifted pupils on its register. Teachers provide these pupils with challenging tasks and suitable research projects. As a result, they make good progress and achieve standards which reflect their high abilities.

28. The quality of pupils' learning is good overall. Pupils are acquiring skills at a good rate in most subjects, with the exception of information technology, where their rate of progress is unsatisfactory at both key stages. At both key stages, pupils generally put considerable effort into their intellectual and creative activities. They work hard and concentrate well. This has a positive impact on their progress in most subjects. Lessons generally move at a brisk pace and pupils learn quickly. For example, in one excellent English lesson in Year 6, the rapid and effective use of questioning by the teacher ensured that pupils thoroughly understood the concept of prefixes. The pupils made very good progress in their language skills as a result.
29. Overall, pupils are interested in their work and sustain high levels of concentration. They have a good understanding of their own learning and can give good reasons for the need to study hard. For example, one girl in Year 5 commented, 'I must get this right to get a level 4 in English next year.' Many pupils had a fairly clear idea of the level at which they were working. They also had well-formed opinions about the quality of their work in art and design and technology. Several pupils also expressed positive comments about the achievements of others.

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

30. The quality and range of opportunities for learning, provided by the school, are satisfactory overall for children under five, and good at Key Stages 1 and 2. All statutory curricular requirements are met.
31. Children under five are given a suitable curriculum, which covers the areas of learning for these children. There are weaknesses in the curricular provision for physical development, as the school does not have sufficient large apparatus or wheeled vehicles to develop their ability to climb and balance.
32. At Key Stages 1 and 2, the curriculum is appropriately broad and balanced overall, except in information technology, where an inadequate amount of time is allocated to the subject. This is contributing towards the lower standards being attained in that subject. Suitable time allocations are provided for all other subjects, and the length of the school day is adequate. The school has developed good learning opportunities for pupils with special educational needs. Pupils' individual education plans have been improved and developed since the last inspection and contain appropriate and specific targets that are reviewed and evaluated termly. Appropriate assessments are carried out in order to track pupils' progress and the schools' baseline assessment is used well in order to identify pupils' problems and target support early. The co-ordinator gives good support to the teachers and learning support assistants and is additionally well supported in her work by the link special educational needs governor.
33. Both the literacy and numeracy strategies have been successfully implemented, and they are having a positive effect on raising standards. Opportunities are regularly provided, across the range of curriculum subjects, for pupils to further develop their skills. These include the writing activities provided in history, for example, that help develop literacy skills, and the measuring activities, for instance in science, that enhance pupils' skills in numeracy. Very good provision is made for pupils' personal, social and health education, and issues of drug awareness and sex education are successfully covered within the programme. The school makes very good provision, also, for the equality of pupils' access to the whole curriculum.
34. The school provides an excellent range of extra-curricular activities, including art, cooking, drama and sewing, together with a very wide range of sporting and musical activities. These activities are for pupils at Key Stage 2, and they are all encouraged to join at least one of the clubs on offer. The school welcomes many visitors, to enrich the curriculum, including local clergy and road safety officers, as well as numerous dance, drama and music groups. A wide range of educational visits

are arranged, to places such as Bath, Sevington and local farms, with a residential visit being arranged for Year 6 pupils to 'The Mill on the Brue'. All these activities make a significant contribution to the pupils' personal development, as well as to their learning in subjects such as science, history and music.

35. The school provides equal opportunities for all pupils. There is a very good policy which ensures that all pupils are enabled to benefit from the activities that are on offer. The access for pupils who are withdrawn from lessons for additional literacy support has improved since the last inspection. Both genders work well together, and equal attention is given to boys and girls.
36. The school has very good provision for personal, social and health education and this has a significant impact on the pupils' standards and their quality of learning in general. This is a strength of the school and an improvement on the favourable standards of the last inspection. Most ably led by an experienced and well trained co-ordinator, the programme has separate and detailed written policies for drugs, sex and health education. During one personal and social education circle time observed pupils had to talk about their feelings on, and their hopes for Easter. They then had to apply this to someone other than themselves. This was very well done and showed a lot of personal insight into the children's feelings, which they otherwise might have kept bottled up.
37. The contribution of the community to the pupils' learning is excellent and a very significant strength of the school. This has improved even further on the high standard commented on at the previous inspection and contributes in a big way towards the quality and standards of the pupils' learning. The school has very close links with the village, via the church whose vicar comes in regularly to take assemblies. All pupils visit the church for special occasions during the year. The infant children went to church for an Easter service on the Thursday afternoon of the inspection. The choir and musicians also take part in other special services occasionally. Musicians are involved in the Pucklechurch Revel, and all children take part in an annual arts competition as part of the village Revel. Local industry and businesses are very well linked to the school and provide sponsorship for the football team and products for school raffles and fairs. Senior citizens are invited into school for special occasions and are entertained by the children.
38. The school has good relationships with its partner institutions. This compares well with the previous inspection and helps towards maintaining good quality standards and learning for the pupils. As the school is somewhat isolated from other primary schools it finds it difficult to link with them. However, links with two local secondary schools are very efficient. They have very good and caring induction procedures for pupils in Year 6, who also share in technology projects with their future school, prior to moving up. Arrangements for pupils moving into primary school from local playgroups and pre-school organisations, are also very caring and well thought out. The school is used by many teachers under training from a local university college and work experience students from local comprehensive schools.
39. Provision for the spiritual, moral, social and cultural development of the pupils is very good. This is a significant improvement since the last inspection. The good provision for spiritual development is fostered through good assemblies in which pupils are encouraged to reflect on their own lives, and to contemplate on what makes them feel good. Through a range of subjects, such as religious education, art and history, pupils explore the values and beliefs of others. They develop their spirituality as they join in with special celebrations. For example, they celebrated the joy of nature as they watched the growth of small saplings three years after planting acorns. They celebrate a range of Christian and other festivals and show joy as they sing during assemblies.
40. The very good provision for moral development is promoted through all aspects of school life. Examples of the very good behaviour of the pupils, which is a result of the overall positive ethos of the school, can be seen in the playground and in the classrooms. Pupils co-operate with each other very well and work closely together in lessons. They understand right from wrong. Assemblies act as an excellent reinforcement of good and polite behaviour. Staff work hard to ensure that the very good policy for positive behaviour is effective.
41. The high quality and very good provision for social development is a real strength of the school. Very well-conceived extra-curricular activities at lunch times and after school teach pupils the

values of sharing, turn-taking, and helping others. There are some excellent examples of older pupils helping younger pupils, both during lesson time and club times. From the earliest age pupils are encouraged to take responsibility for different tasks, such as collecting registers, taking messages, caring for their own belongings, and collecting and clearing away after their own dinner. Good teaching effectively supports the social development of all pupils, and some very effective circle times foster good peer group relationships in many classes. During the inspection many pupils were observed being helpful to each other, particularly at playtimes. Pupils in all classes quickly develop a mature attitude to school life.

42. The good provision for cultural development is evident in many areas of the school, through good multi-cultural displays of pupils' past work. These include some effective work undertaken with an Aboriginal artist and some colourful examples of African art and design. Through religious education, art, music, history and geography pupils learn to value traditions and cultures that are different from their own. For example pupils in Year 2 undertake an in-depth study of life in The Gambia. They learn about the lives of children who live there and the differences that surround life in other countries. Pupils at the school celebrate special days from other cultures, such as Divali, and Chinese New year. They also celebrate their own cultural traditions, taking part in local concerts and pantomimes on a regular basis. They visit local places of interest and develop their understanding of how their own culture has developed. For example pupils in Key Stage 2 have undertaken an in-depth study of the development of the Bristol docks, and its' impact on life in the area. They have also worked with a local sculptor and examined his work closely. All this multi-cultural activity is a marked improvement since the previous inspection, when provision was found to be unsatisfactory. The very good provision for pupils' spiritual, moral, social and cultural development has a very positive impact on the behaviour and attitudes of the pupils, and on the effective ethos within all areas of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school has very good procedures for ensuring child protection and pupils' welfare. These are both an improvement on the very favourable judgements made at the last inspection. The school cares very highly for its pupils and such care allows learning to take place in a very safe and caring environment.
44. The school's child protection officer is very well trained and has constant liaison with the local authority social services. The school has a very concise written child protection policy and all staff have been made very well aware of their relevant responsibilities. All relevant documentation is securely locked away.
45. The school has a constantly updated and very comprehensive health and safety risk assessment and policy. Both are very well administered by the school's named representative and specialist governor. Fire exercises are conducted termly and recorded. All fire, portable electrical and physical education equipment is date tested by contractor and recorded. All escape routes within the school are accessible and very well marked. The school has a very efficient accident routine for pupils. All medicines are well administered where necessary and the school has well trained first aid staff. Up to date first aid boxes are well distributed around the school. All school meals are cooked, served and consumed under hygienic conditions.
46. Procedures for assessing pupils' attainment and progress are satisfactory overall, although in English, mathematics and science, they are very good. Assessments are undertaken, in these subjects, each half term, with teachers keeping extensive records of pupils' current attainment. Samples of pupils' work are also retained in individual portfolios, providing further evidence of current work. Very good use is made of the information provided in these subjects, with teachers making very appropriate allowance in their planning, for suitable work for pupils of differing abilities. Particularly good use is made of the information, in the setting arrangements, for English and mathematics, in Years 5 and 6. No assessment arrangements are currently in place for information technology or religious education, with the result that teachers are unable to accurately assess pupils' current attainment, or plan suitable future work. Procedures for monitoring pupils' progress through the school, are good overall. In English, mathematics and science extensive

records are kept, pupils' progress is plotted, targets for improvement are set and predictions are made. Monitoring procedures have not been introduced for information technology, and, together with a lack of assessment and recording procedures, this is contributing significantly towards the lower standards being attained in the subject.

47. Visiting specialists come to the school regularly and give good advice. This is used appropriately by the school to support pupils with special educational needs. Teachers know their pupils well and use pupils' individual education plans to prepare suitably differentiated work in all subject areas. Pupils with emotional and behaviour problems are treated with care and sensitivity.
48. Procedures for monitoring and improving attendance are very good. They are a strength of the school and have improved upon even the high standards commented on at the last inspection. Such high attendance figures have a direct effect on the pupils' standards and good quality of learning. Attendance registers are very well kept for all classes. They are marked in accordance with current procedures and returned to the school office for safekeeping. The school has a very good liaison with the local Educational Welfare Officer and maintains a very efficient lateness routine. All parents are made very well aware of their relevant responsibilities.
49. The school has very good procedures for monitoring and promoting good behaviour. These are another strength of the school and are an improvement on last inspection's good comments. Effective learning can take place in a calm and well behaved atmosphere. The school's very comprehensive written Behaviour Policy details clearly a system of rewards and sanctions. All classes have their own rules written by the pupils. There are additional and complimentary school rules. Specific Behaviour Modification Plans are drawn up for pupils requiring them and all teachers monitor behaviour closely during lessons. All staff act as very good role models for the pupils.
50. The school has very good procedures for eliminating oppressive behaviour. Bullying is simply not tolerated and any incidents are well dealt with as quickly as possible. Pupils are encouraged to report all incidents no matter how seemingly minor. Whilst observing a Year 1 registration period, after lunch, one little boy told the teacher that a classmate had been punching him in the back, in the playground, during lunch break. The teacher commended the victim for being brave enough to tell and removed the perpetrator to the front of the class. The whole incident was dealt within in a very short time. Where more serious incidents do occur, they are taken up with parents, as soon as possible, by the head teacher.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The vast majority of parents believe that this is a good school and they generally think very highly of it. These views are backed up by most comments at the pre-inspection parent meeting, through questionnaires returned and from personally interviewing parent representatives during the inspection. However, a significant minority of parents do not entirely share this view and do have constant issues with the school which the school does its utmost to overcome.
52. The school has effective links with its parents and this compares well with the judgement of the last inspection. The quality of information provided for parents is satisfactory but this is not such a strong position as was commented on at the previous inspection. All parents receive a booklet explaining what they need to know to help their children start school, an updated prospectus and an annual governors' report. The prospectus contains all statutory requirements. However, the governors' report has a minor omission of which the school is now well aware. Pupil progress reports are sent to parents at the end of every summer term. These reports conform with all statutory requirements. However, most parents do not like the computerised version and would prefer the previously hand written ones. Some parents also reported factual inaccuracies, both in the reports and in other forms of information. For example, most parents were very confused as to why certain pupil years were registered and taught together. The school has kept parents well informed on the curriculum, having arranged both literacy and numeracy sessions. However, the school was very disappointed at the poor attendance at meetings to explain the national testing procedures. Parents do appreciate the regular home school diaries and topic sheets at the beginning

of each term as this allows a good source of communication. However, recent home/school agreements have not always been met with approval by all parents. In general the school is open to parents at any time and the various school evenings on progress or open days are well attended.

53. Overall, the impact of the parents' involvement on the work of the school is satisfactory. In some instances, parents make a good contribution to the quality of education provided. For example, the school has a very dedicated and extremely energetic parents' and staff association which raises very considerable funds towards the pupils' education. Recently the association has raised money for a new stage in the hall, music stands, netball stands, new physical education equipment and wet-play boxes. A small, but committed, cohort of parents help in classes with reading, literacy, numeracy, computer work, sewing and cooking. Last Christmas, many parents helped with the concert by making costumes. Some also showed the children how to make sewn Christmas cards. Approximately half of the parents whose children have special educational needs either take an interest in their child's individual education plan and/or attend annual reviews.
54. Some parents do help their children at home and this is satisfactory. Parents help with spelling, tables and whatever topics or projects are required. Where computers are available at home parents usually help with these also. At the parents' meeting there were very conflicting views on homework, either far too much or not enough.
55. Parents are informed about their children's special educational needs either in person or via letter. There is an open door policy in operation to enable parents to discuss their children's particular needs with the special needs co-ordinator who is also available at all open evenings. Parents are invited to their pupils' reviews and their support and views are valued.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The quality of leadership and management is very good with a number of outstanding features. The headteacher, deputy headteacher and governors have made a number of very significant improvements since the last inspection. For example, the provision for pupils' multi-cultural development is now good and there are cost effectiveness measures in place to judge the success of planned spending. Never complacent, the school is keen to improve further and the goal of all stakeholders involved in the school is to create a centre of excellence for primary aged pupils. The vision focuses on a fine balance between promoting high standards in literacy and numeracy, coupled with developing the talents of every individual.
57. The headteacher, deputy headteacher and governors work as a very effective team and provide a clear educational direction for the school. The headteacher and deputy headteacher work in partnership and provide very good and very effective leadership. The headteacher is a visionary and has a very clear educational philosophy, which has been successfully communicated to the rest of the staff. He is consultative and has an open door policy for all staff. Consequently all staff in the school are happy and move in the same direction to promote a very caring school where all are valued for who they are rather than for their academic achievements, yet where the highest standards of work and behaviour are expected from all.
58. Good systems are in place for monitoring teachers' planning. The literacy hour has been monitored by the headteacher as part of staff appraisal and there has been close involvement on the part of the designated governor for literacy. This is a reflective school and there is a desire on the part of the senior management team and governors to learn from experience and use their learning to develop a self-review/evaluation model for monitoring teaching and learning. There is a culture of trust and confidence and staff are now poised to develop further their skills in monitoring teaching and learning in the subjects for which they have a co-ordination responsibility. The roles and responsibilities of the senior management team are clear and they impact positively on very good learning for pupils. The management of special educational needs is very good and results in pupils with learning and behavioural difficulties making good progress.
59. The school's aims and values are very good. The overarching aim, 'Co-operate to educate', is transparent and open for all to see in the important whole-school documentation. There is a

commitment to ensure that this aim is realised in practice through the delivery of a curriculum tailored to promote the maximum co-operation on the part of each pupil. The extra-curricular opportunities also promote this aim and results, for example, in excellent musical performances and sporting achievements. The school development plan is very good. It is a very effective tool to manage change sensitively and thoughtfully. It provides a very clear focus for the whole staff who know what is in it and the part they have to play in achieving its targets. In this school the plan drives the budget. It has clearly set out long-term and short-term priorities. All priorities have been carefully costed and the link with the budget is very clear. Consequently this plan is worked out in practice and results in a very good quality of education for all pupils. It is regularly and rigorously monitored and evaluated to see the impact that the priorities within it have on improving educational opportunities for pupils. The success criteria are useful evaluative tools and the school has benefited in developing these tools as a result of its involvement in the 'Investor In People' initiative.

60. The very good management in the school results in very good relationships. Hence the culture exists where there is a deep commitment to challenging and extending all pupils to achieve their very best in an environment in which it is safe to make mistakes. Staff work very hard in building up the confidence and self-esteem of every pupil in a range of imaginative ways. There is a commitment to full inclusion for all pupils, including those with the most challenging behaviours associated with their special educational needs.
61. The governing body is very effective and supportive. The chair and vice-chair of governors visit the school regularly and are kept well informed about what is happening in the school. There is a very good structure of sub-committees to enable governors to meet their statutory responsibilities very effectively. These governors work as an effective team to support the headteacher and deputy headteacher in their vision for the school and they know what is going on in the school.
62. The school has been successful in developing its own appraisal scheme, linked to performance management for the teaching staff. The involvement in working towards Investors in People accreditation has had a positive impact in the creation of a good, effective structure of professional development interviews, classroom observation and target setting. The headteacher has been the instigator of these initiatives, and is himself appraised, although the Governing body has not yet set pay related performance criteria for the head and deputy. The school is planning to widen its professional development structure to include all staff.
63. Professional development within the school includes a very good programme of induction for new teachers, including those who are newly qualified. They are supplied with all relevant information with regard to the school and its priorities, have individual mentors and are continually encouraged by senior management to develop their skills and knowledge of successful teaching. The inspection indicated that the success of induction procedures has enabled the several new teachers in the school to have a major positive impact on the learning of the pupils. The school also is regularly involved in student teacher training, where similar procedures are used.
64. The income that the school receives for each pupil is lower than the national average. However, financial planning, through a very effective school development plan, is thorough and clearly highlights school priorities. The head and finance committee, through a regular arrangement of half termly meetings and contact with the finance committee chairman, ensure a very good link between their decisions and the educational priorities of the school. This is enhanced by effective unobtrusive financial administration by the school secretary. Specific grants, for instance for 'booster' classes in Year 6, and 'ghost' funding to keep reception classes below 30, is appropriately used.
65. Overall the use of new technology in the school is satisfactory. Whilst it is regularly used in day-to-day financial administration, in spite of occasionally ineffective software packages, its use in school to facilitate learning is at present unsatisfactory, although it is an urgent priority for improvement in the school development plan.
66. The school special needs co-ordinator manages the special educational needs provision very effectively. She has improved and developed the provision since the last inspection and has clear

direction and leadership in the support and guidance she gives to staff and pupils. The register is accurate and regularly reviewed in order to provide the governors with specific information as to the success of the provision and to target future developments. She has clear effective strategies and has appropriately recognised the need to develop a more inclusive approach to meeting the needs of pupils with special educational needs and has begun to move away from withdrawing pupils from class in order to support their learning needs within the classroom situation.

67. The match of both teachers and the support staff, to the demands of the curriculum are very good and a strength of the school. This match has improved considerably on the adequate standards reported on at the previous inspection. All staff are very well qualified and there is a very good mixture of experience and youth amongst the teachers. The majority of the staff has been specifically trained to teach primary children. The special educational needs co-ordinator and relevant support are very well experienced. The school has a very efficient team supporting its administration and maintenance.
68. The school's accommodation is unsatisfactory. This aspect has not improved since the previous inspection and overall has a detrimental effect on the pupils' learning. Many classrooms, particularly in Years 1, are overcrowded. The school has no quiet play area and in general the hard-surfaced playground is inadequate for the number of pupils using it. There is a complete lack of space for additional information technology systems within the school. The huts on the periphery of the school are old and quite unsuitable for use as a classroom and dining hall. These were both commented on at the last inspection. The school's main hall is small and becomes very crowded for regular, whole-school assemblies or social events. The accommodation and resources for children under five is unsatisfactory. There is no covered outdoor play space and no storage for large play equipment. Overall, however, the school building is well maintained by the hard-working staff and has very pleasant displays. This makes the school mostly quite a pleasant place in which to learn. The school has very attractive and well kept gardens and a very well maintained field. Pupils have contributed to the design and maintenance of the school grounds and this has helped to virtually eliminate vandalism. Pupils clearly take pride in the environment they have helped create.
69. Overall, learning resources are satisfactory. In English, science, design technology and music they are good. This compares with the previous inspection, where, overall resources were described as sufficient to teach the curriculum, except for religious education. Their quality generally was previously described as at least adequate and their accessibility well organised. This is still the case. However, whereas previously the equipment available for information technology was described as very good, this is now unsatisfactory both in quantity and quality. The unreliability of equipment is having a significantly detrimental impact on the standards of pupils' learning. Although the resources for children under five is satisfactory, of good quality, well accessed and also well used the school has no large play equipment. This latter is unsatisfactory and restricts children's learning at this very early stage. The school has a small, but comfortable and well stocked, self contained library. This is well indexed and accessible to all children.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to raise standards and continue the improvements made by the school, the governors, headteacher and staff should:

- 1) Raise standards in information technology as identified in the school's action plan by:
 - increasing the quality and quantity of equipment available to teach the subject;
 - improving teachers' subject knowledge and expertise where it is needed;
 - ensuring that pupils receive their minimum curriculum entitlement;
 - improving the assessment of pupils' skills, knowledge and understanding and using the information gathered to set realistic targets for further improvement.

[Paragraphs: 112 - 115]

- 2) Improve provision for children under five by:
 - ensuring that planning takes account of the early learning goals for pupils of that age;
 - revising the timing of lessons to ensure that they are appropriate to the needs of children under five;
 - improving resources and provision for physical development as identified in the report.

[Paragraphs: 71 - 77]

In addition there are two other matters which the governors may wish to consider for inclusion in their action plan.

- The accommodation is crowded and occasionally restricts the range of activities the school can offer pupils.
- Procedures for assessment in religious education do not meet the requirements of the agreed syllabus.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	22	52	19	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	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	336
Number of full-time pupils eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	24	32	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	22	23
	Girls	31	31	31
	Total	50	53	54
Percentage of pupils at NC level 2 or above	School	89 (93)	95 (96)	96 (95)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	24	24
	Girls	31	31	32
	Total	53	55	56
Percentage of pupils at NC level 2 or above	School	95 (92)	98 (94)	100 (98)
	National	82 (80)	86(85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	26	25	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	25
	Girls	21	19	22
	Total	41	38	47
Percentage of pupils at NC level 4 or above	School	80 (50)	75 (39)	92 (67)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	17	14	17
	Total	33	32	37
Percentage of pupils at NC level 4 or above	School	65 (59)	63 (60)	73 (70)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	302
Any other minority ethnic group	1

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)	13.9
Number of pupils per qualified teacher	24.1:1
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	113

Financial information

Financial year	1998/9
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	£
Total income	532,770
Total expenditure	537,206
Expenditure per pupil	1,501
Balance brought forward from previous year	38,508
Balance carried forward to next year	34,072

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	3	1	3
My child is making good progress in school.	44	51	5	0	0
Behaviour in the school is good.	46	49	3	1	1
My child gets the right amount of work to do at home.	30	53	15	1	0
The teaching is good.	57	41	1	0	1
I am kept well informed about how my child is getting on.	32	53	11	3	1
I would feel comfortable about approaching the school with questions or a problem.	54	35	4	4	3
The school expects my child to work hard and achieve his or her best.	61	32	5	0	3
The school works closely with parents.	38	41	11	5	5
The school is well led and managed.	43	42	6	5	4
The school is helping my child become mature and responsible.	43	46	5	4	3
The school provides an interesting range of activities outside lessons.	54	34	4	5	3

Other issues raised by parents

Many parents think the school provides a good education for their children. They speak highly of the headteacher and the staff. Several parents commented on how happy their children were at school. A number of parents commented positively on the wide range of extra-curricular activities offered to their children by the school. A number of parents commented on how well the school prepared their children for the next phase of their education. Parents of pupils with special needs think the school helps their children to learn effectively. Many parents felt the school dealt effectively with their enquiries, but a few felt that issues were not resolved quickly enough. A number of parents felt that teachers were approachable and willing to listen. However, a significant minority felt that some staff were not so approachable and did not listen to parents' concerns. A few parents would like more information about their children's behaviour and a number of others expressed concern with the lack of information on a range of issues. Some parents object to the structure of literacy and numeracy lessons, which they feel is stifling creativity, especially in Key Stage 1. A few others expressed reservations about national testing, especially at age seven. A number of parents expressed concern over the crowded conditions in the school. Some parents think that their children have too much work to do at home.

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

71. Provision for children under five is satisfactory overall. Children enter the reception classes in the year in which they will be five. During the inspection week 14 children in the class were under five. The attainment of the children on entry is broadly average. By the time they are five most children have achieved the required learning goals in all areas, except their physical development.
72. The development of children's literacy and language skills is satisfactory. Children are included in whole class literacy lessons with their five year old peers, in which they have the opportunity to share appropriate texts. They sit and listen well, and answer questions about the stories that they hear. Many children are beginning to read simple words, and know that books are read from left to right. They identify many initial sounds and letters, and are beginning to build unknown words. They take turns in conversation and use pictures to help them understand the meaning of text. Their communication skills are developing well, and they talk about their drawings with enthusiasm. Some children write their own name, and are able to begin simple news stories. Teaching is satisfactory, overall and teachers provide children with an appropriate range of literacy tasks.
73. The development of children's mathematical skills is satisfactory. Almost all name the days of the week, count to 25, and identify numerals to 10. A few higher attaining children can count to 100, and can add on 1, or 2 to a given number. Teachers organised lessons well and they make good use of resources to enable effective learning to take place. Children join in with whole class numeracy lessons, and show enjoyment in oral activities. They work well together to complete their tasks.
74. The development of children's creative skills is satisfactory overall. Children are involved in a wide range of good creative and painting activities, such as making calendars, exploring paint, and making models. They are able to use paint appropriately to represent every-day objects. They are beginning to develop good drawing skills. Teachers' planning and organisation is satisfactory overall.
75. Children's knowledge and understanding of the world is developed through a range of suitable activities in which they explore their sense, materials, and construction equipment. They use computers appropriately to listen to stories, and are beginning to control what happens. They build interesting structures with lego, and junk, and examine the natural world through magnifying glasses. Children enjoy playing with sand and water, and they join in with cooking activities. For example, they make and taste jelly, cakes and biscuits. Teaching is satisfactory overall and the planning is appropriate. Teachers have satisfactory classroom management skills and control pupils appropriately.
76. The development of children's personal and social skills is satisfactory. Many are beginning to make independent choices, and they generally work well with their peers. They take turns and know and understand simple classroom rules. Teachers provide regular opportunities for children to perform simple duties, such as putting away apparatus and tidying their clothes. Almost all children behave well.
77. Children's physical development is unsatisfactory. There is no provision for outdoor play with large equipment such as bikes, scooters, trucks, prams and climbing apparatus. Children's physical skills are not being fostered appropriately because they are taught in an inclusive setting with older pupils. Teaching of physical education is unsatisfactory overall, although in lessons seen it was satisfactory. Teachers do not provide a sufficient range of appropriate activities for children under five and classes are conducted with older pupils. As a consequence, younger children are following the Key Stage 1 national curriculum for physical education, rather than a programme suited to their needs. Occasionally teachers' behaviour management is insecure and as a consequence progress is slow. In other lessons where the pace is brisk and the classroom management is good, children make good progress in acquiring physical skills. The children enjoy these lessons, and take part with enthusiasm in almost all situations, except where the lessons do not enable free choice of

activity and where classes are too big. The lack of sufficient opportunity to explore for themselves, using a range of early years resources, inhibits their learning.

ENGLISH

78. Observed standards are above average overall at both key stages and pupils make good progress in their learning throughout the school. Pupils' English achievements are of a high quality and this has a positive impact on their work in other subjects.
79. Pupils' standards in speaking and listening are good throughout the school, which is a similar position to that found in the previous inspection. However, pupils now have increased opportunities to discuss a variety of issues in collaboration with each other, which is an improvement from the previous inspection. At Key Stage 1, for example in religious education lessons and 'circle time', pupils are able to discuss things that are special to them and share their thoughts with each other. They generally listen attentively to staff and to each other, and are eager to discuss their work in the plenary sessions, making positive and relevant comments, which shows that they have listened carefully. As pupils progress through the school, they make good progress and learn to use standard English in a variety of situations. Pupils speak with increasing confidence and reply to questions with extended answers confidently and with clarity of thought. A pupil in Year 3 for example was able to give a formal talk to other pupils while others were able to explore issues of 'keeping safe' in role play activities, while in Year 5/6, pupils discussed enthusiastically how to solve mental maths problems. Also in Year 5/6, the recent successful piloting of regular group drama activities has enabled pupils of all abilities to learn to respond to others' ideas, to speak in a range of contexts and to evaluate their performance critically. This has had a significant and positive contribution to the development of all pupils' self-confidence.
80. Standards in reading are good at both key stages. Pupils at Key Stage 1 make good progress and are able to read an increasing range of simple texts with confidence. They read shared texts accurately and fluently and are able to answer simple questions related to the story. They enjoy reading, read with expression and can say what they like about the texts they are reading. Most pupils can use letter sounds to decode unfamiliar words, this has been aided by the successful introduction in year one of a new 'progressive phonics' scheme. However, because some teachers do not correctly model phonic sounds, some pupils have difficulty in this aspect of reading. Younger pupils with special educational needs, through well-supported differentiated activities make good progress in developing a sight vocabulary. At Key Stage 2, pupils make good progress. Higher attaining pupils and pupils of average ability read with increasing fluency a wide range of fiction and non-fiction texts. They predict the outcomes and have a good awareness of characters and plot. They use books for research in other curriculum areas, for example when looking at holiday brochures for a geography project. Pupils skim the text effectively to find examples which justify their viewpoint. Higher attaining pupils are making good progress and have been significantly challenged in order to attain higher order reading skills. Pupils with special educational needs and those pupils supported by the Additional Literacy Strategy are making good progress in relation to their abilities and are beginning to gain in confidence and enjoy reading a variety of texts.
81. Standards in writing are good at both Key Stages. At Key Stage 1 pupils make good progress and in Year 1 are able to write their news in simple sentences using capital letters and full stops. High attaining pupils in Year 2 present their work in a neat cursive style, spelling a range of words accurately and with a good range of punctuation. They are beginning to write with more sustained focus and can use adjectives to good effect. All pupils have the opportunity to write in a variety of styles and situations when writing simple letters to friends or poems. At Key Stage 2, pupils' use of vocabulary is increasingly adventurous and pupils are developing a good understanding of grammatically complex sentences. Pupils are increasingly able to write for a variety of purposes both formal and informal, and they plan and edit their writing well. In Year 3 pupils can produce factually accurate reports in history and science. By years 5 and 6 pupils are able to write in a wide range of genres and can understand the features of discussion in text. They write persuasively, for example, when writing to promote the conservation of the countryside and use a variety of strategies for effect, for example producing a 'save the countryside rap'. Although writing skills

are used well to support other subjects, the over reliance of worksheets in Key Stage 1 and early in Key Stage 2 in English and other subjects limits the scope for the development of pupils. All pupils are set individual targets which in Key Stage 2 are included in their exercise books. This has enabled all pupils to not only understand what they need to do in order to improve, but has enabled teachers and pupils to map their progress. Pupils with special educational needs make good progress in achieving their individual targets through well-focused support and are able to use those skills with increasing effect within the classroom situation. The Additional Literacy Strategy has also been successful in improving the writing skills of less able pupils.

82. Teaching at Key Stage 1 is good overall. Where teaching is particularly good, teachers have a good understanding of the learning needs and concentration span of young pupils. This, together with good presentation skills, which make the lessons fun and interesting, the use of short focused tasks, and the effective use of questioning, ensures that pupils are engaged in lessons and it has a positive impact on learning. Where teaching is less successful pupils are kept overlong in formal structured activities, as a consequence pupils get tired, lose concentration and do not benefit from the lesson. At Key Stage 2, teaching is good overall. In lessons seen, the majority of teaching was very good and occasionally excellent. Where teaching is very good and excellent it is inspirational, exciting, fast-paced and fun, pupils are totally absorbed in the lessons, which are well planned in order to motivate and challenge pupils. Interesting tasks are set that are suitable for the needs of pupils of all abilities so that all pupils make significant progress. Pupils are all involved in plenary sessions which give individuals and groups of pupils opportunities to discuss key issues, present their work and are a focus for speaking and listening activities. The difference between very good and good or satisfactory teaching is in the 'formality' of the teaching approach, which lacks pace and has an overemphasis on the completion of formal skill activities. As a consequence, pupils lose concentration and are not always motivated.
83. The school has concentrated on raising standards in English and the highly positive influence of the recently appointed deputy headteacher, who is also the Key Stage 2 English co-ordinator, as an effective teacher role model has made a significant contribution to the overall improved standards in English. Weaknesses have been identified and they have begun to be addressed. All pupils now have individual targets for improvement in writing, which are reviewed each term. There are very good assessment procedures which ensure that progress is monitored effectively. This, together with monitoring of teaching, appropriate in-service training, improved resources and the high profile that literacy now has in the school, has had a positive impact on standards. The school's literacy day was a particular success and enabled pupils to appreciate how English can enrich the entire curriculum. The additional beneficial support from the literacy governor and the good support from the Additional Literacy Strategy assistants has also been successful in improving the development of standards.

MATHEMATICS

84. At Key Stage 1, standards in Year 2 are above the national average, which is an improvement on the previous inspection. By the time pupils leave the school at the end of Key Stage 2, pupils have maintained these standards and remain above the national average. This is similar to the findings of the previous inspection. Pupils progress and achievement throughout the school, including those with special educational needs, is good. More able pupils are also making good progress, especially at the end of Key Stage 2. The introduction of the National Numeracy Strategy has been made successfully, and has had a significant impact on the development of numeracy and pupils' abilities for mental calculation. Numeracy is also used across the curriculum, in for example, science and design technology, but opportunities for its use are not yet consistently taken by all teachers.
85. Pupils in Year 1 have a well-developed understanding of the meaning of mathematical language and can explain 'more than' and 'less than' as well as calculating examples up to 20. They can give several definitions of 'add' and 'subtract' and most can count on accurately in twos, fives and tens. Pupils in Year 2 have extended these skills to include accurate multiplication by 2 and 10, and division by 2 and 3 including remainders. They are able to prepare information, for instance, on who can or cannot swim, and successfully represent this on a 'Carroll' diagram. Pupils' work in Key Stage 1 indicates wide coverage of all aspects of the national curriculum, although there is an

over reliance on worksheets and workbooks. In Years 3 and 4 pupils are beginning to understand problem solving through number patterns such as adding fives starting at 7, will always give answers ending in 7 or 2. They can prepare bar graphs using holiday data accurately, order numbers by size up to 10,000 and explain higher order mathematical language such as ‘ascending’ and ‘descending’. Pupils in Year 5 have clear strategies for counting on mentally in multiples of 9, 99 and 999 beginning from different base numbers. They are able to discuss and arrive at correct conclusions when involved in problem solving with number patterns using a 12x12 grid. Pupils in Year 6 use inverse operations successfully to check solutions to numerical problems. They use good strategies for solving 2 and 3 digit multiplication and division problems, and understand how to measure areas in practical applications, as for instance in deciding, and then checking the areas of a stair carpet. Although all areas of the mathematical curriculum are covered, pupils have limited opportunities to use information technology skills in their learning of mathematics.

86. The quality of teaching is good overall. It is never less than satisfactory, and three quarters of that observed was good or very good. Pupils’ learning is at its most effective when they are involved in lessons of challenge and pace. Clear learning objectives, confident subject knowledge and ongoing assessment, especially in introductions and conclusions, ensure that all pupils learn at levels appropriate to their abilities. Learning also benefits by teachers’ conspicuous efforts to make lessons enjoyable yet productive for their pupils. Learning remains only satisfactory in lessons which are unbalanced through overlong introductions, or when the complexity of some tasks confuses pupils. Pupils’ attitudes to learning are good and frequently very good. Most of them greatly enjoy the subject, particularly the mental calculation aspects when challenged to the limit of their abilities, and attempt their tasks with determination. This has a positive impact on the progress they make in learning. Pupils throughout the school show tremendous enthusiasm in oral work, many being desperately eager to offer answers and views on strategies and thinking. In their group work, they work successfully both independently and with each other, concentrating on the task in hand, co-operating in problem solving, and rarely distracting each other.
87. Following the introduction of the National Numeracy Strategy the Key Stage 2 co-ordinator has had some opportunities to monitor teaching, and this continues to be a priority development area for the school. Comprehensive statistical analysis has been prepared by the headteacher in order to facilitate specific and detailed target setting for all pupils in order to maintain and improve existing standards. This is complimented by extensive, detailed and regular assessment procedures, testing and recording, which contribute significantly to the successful monitoring of the subject.

SCIENCE

88. Standards of work at the end of both key stages are above the national average. Pupils’ scientific achievements are good. These inspection findings show that a significant improvement has been made since the time of the school’s previous inspection.
89. At the end of Key Stage 1, pupils can successfully name the main external features of both the human body and a flowering plant, and they are able to identify the items needed to sustain life. Pupils know that food is needed for activity, and they can explain clearly what constitutes a healthy diet. Pupils recognise and name common materials accurately and they know that some are man made and others are natural. Pupils have considered the effects of heating on materials, and they know that some of the changes caused are reversible and others are not. They also understand well that twisting, bending and stretching are forces that can change the shape of objects. Pupils can explain confidently the role of batteries, wires and bulbs in making an electric circuit, and they know that a circuit will not work if it has a break in it. Pupils are confident in explaining that light comes from a variety of sources. They know that there are many sources of sound, and they can describe how musical instruments, for example, produce their sound. Pupils successfully undertake experiments on many aspects of their work, for example, when finding out about the effects of forces on a range of materials.
90. At Key Stage 2, pupils recognise that there is a great variety of living things, and they successfully explain that different organisms are found in different habitats. They describe accurately the main functions of the various parts of a plant, and explain, for example, the importance of seed dispersal.

They are able to explain clearly what constitutes a food chain. Pupils successfully describe the properties of a variety of materials, and they are confident in describing the differences between solids, liquids and gases. They can describe materials on the basis of their permeability and decide, therefore, which materials would be best suited for damp coursing. Pupils know that materials can be made into mixtures, and they can explain how they can be separated through processes such as filtration and evaporation. Pupils know that there is a limit to the amount of solid that can be dissolved in a given amount of liquid, and they can explain that at that point the solution becomes saturated. Pupils know that a complete circuit is needed to make electrical devices work, and they can confidently explain that those devices can be controlled by a switch. Pupils know that light travels in straight lines, and that a shadow is caused by an object blocking the light. They can also explain that different materials allow varying amounts of light through, and they correctly identify those that are transparent, translucent or opaque. Pupils are confident in undertaking a wide range of experiments, and, although a small minority have difficulty in explaining a fair test, the majority show a clear understanding of the concept.

91. The quality of teaching is good overall, with examples of very good teaching observed in Year 1 and Years 5 and 6. Lessons are well planned, with teachers throughout the school making especially good use of practical activities. Teachers are particularly careful to use, and emphasise, the correct scientific terminology, which has a beneficial effect on pupils' overall learning. Teachers have good subject knowledge, and provide clear instructions and helpful demonstrations of the work that is to be undertaken. They have high expectations of their pupils' work. Pupils show great interest in the subject, often showing very good attitudes, and making good gains in their knowledge and understanding of the subject. Teachers are enthusiastic and, through the provision of a range of practical activities in particular, pupils are enthusiastic also. As a result, they work hard, concentrate well and are keen to find answers to the problems set. Teachers provide much help and well directed support, with gaps in pupils' knowledge and understanding identified, and appropriate advice provided. Pupils' behaviour is usually very good. They work well with other pupils in carrying out activities, and they produce their work neatly and carefully. Teachers mark pupils' work helpfully and sympathetically, and they often add useful comments of support and advice to help pupils develop their knowledge and understanding further.
92. The school has a very appropriate scheme of work, and, through careful planning, all aspects of work are well covered. The co-ordinator is knowledgeable and well qualified, and through carefully analysing areas for improvement, she has helped raise standards since the time of the previous inspection. She keeps careful records of the work being undertaken in the school, and she monitors work carefully by studying samples of work, and observing classroom practice. Very good arrangements are made for assessing pupils' work and extensive records are kept both of pupils' current attainment, as well as the progress they have made. This information is put to very good use in providing suitable work for pupils of differing abilities, especially higher attainers, where a shortcoming in provision was reported at the time of the previous inspection. The written work undertaken by pupils, especially that relating to reporting on practical activities, provides support to the school's initiative in literacy. Counting and measuring activities, in various aspects of the subject, support the school's work in numeracy. At present, little use is made of information technology to enhance the work in science.

ART

93. At the end of Key Stage 1, standards are similar to those expected from pupils of this age. This is a similar picture to that found by the previous inspection. They make careful observations of natural objects and can draw detailed pictures, using a range of media. They select, arrange and fix materials appropriately to create images of a satisfactory quality. For example, pupils in Year 1 were seen making Easter cards using coloured card and paper. They created paper flowers, which they then attached to their cards. Afterwards, pupils made suitable suggestions about how they could improve their card further. Pupils are aware of the qualities of various media, for instance, pupils commented that paint could run and that too much glue makes their work sticky. Pupils in Year 2 have made large-scale pictures based on Tiffany lamps, some of which are of a high standard. They have experimented with clay and other modelling materials, but the quality of the

pieces produced is variable. Pupils' work in printing is satisfactory and they have had experience in making repeating patterns in a range of colours.

94. Pupils achieve standards which are above those expected from pupils of this age by the end of Key Stage 2. This is a better picture than was found by the previous inspection, where standards were at the expected level. The quality of observational and analytical drawing is good and pupils have experience of a wide range of media. For example, in a Year 5/6 class, pupils had made careful drawings of shoes, which showed a good range of shading techniques. Pupils' work shows good control over paint, pastel and water-colour. They produce both representational and abstract pictures in the style of a number of artists. For example, pupils in Year 6 produced good sketches of cats in the style of Gwen John. They made several preliminary sketches, based on their own observations. They then evaluated them carefully, choosing the best design as a basis for the final work. Pupils showed a good range of analytical and evaluative skills as they discussed the relative merits of their sketches. Pupils have produced a wide range of three-dimensional work, including African animals, wooden reliefs based on acorns, and pottery. The quality of this work is generally good and shows well-developed skills in handling tools and materials. Pupils have studied a wide range of artists and design styles, both Western and non-western, and this has had a positive impact on their cultural development. Their work in textiles is also good, showing a well-developed grasp of design principles and several interesting techniques.
95. Pupils have very positive attitudes to their work in the subject. They are enthusiastic and are creative in the way they use the learning opportunities offered. Behaviour in lessons is very good and pupils follow teachers' instructions well, listening politely to adults and other pupils. Pupils are mature in their approach to their work and are very willing to help put out equipment and clear up. They volunteer readily and take pride in doing a good job. Relationships in lessons are very positive, with pupils helping each other with tasks and making encouraging comments whilst they are working.
96. The quality of teaching and learning is satisfactory at Key Stage 1. Teachers have satisfactory subject knowledge, which they use appropriately to extend pupils' knowledge, understanding and skills. Pupils are encouraged to use their artistic skills in a wide range of contexts, and they generally work hard, concentrating well. Teachers' planning is good and activities are well matched to pupils' needs. Overall, pupils have a satisfactory understanding of the work expected of them and they are interested in the activities provided. At Key Stage 2, the quality of teaching is good and teachers have good subject knowledge, which they use well. Pupils learn at a good rate, consolidating their skills, knowledge and understanding well. They put considerable effort into their artistic work, showing good levels of care and concentration. Teachers plan well and their high expectations mean that pupils achieve good results. Teachers encourage pupils to work independently on projects, and as a result pupils work well on their own or in pairs. They support each other well, making constructive criticisms of each other's work and suggesting ways in which it could be improved.
97. The co-ordinator, who has only recently taken over responsibility for the subject, provides satisfactory leadership. There is a good scheme of work, which provides good support for teachers in their planning. Although there has been good monitoring of teaching and learning in the past, at present this is limited to sampling pupils' work. A significant weakness in the management of the subject is the lack of relevant experience in information technology and its application to the visual arts. The software available to support the subject is inadequate. Other resources are satisfactory, but there are aspects of the accommodation which restrict pupils' learning, particularly when working on large-scale projects.

DESIGN AND TECHNOLOGY

98. Pupils' achievements are good at both Key Stages. This represents an improvement since the previous inspection. Pupils make good progress in their design and making skills and increasingly use their skills to solve problems and evaluate their work.

99. At the end of Key Stage 1 pupils are able to use these skills in order to design a variety of vehicles to transport 'jam' and 'bread'. Given a simple design criteria, pupils are able to select appropriate materials and simple mechanisms, including wheels and axles in order to combine two moving parts, for example to 'tip' and 'rotate' parts of their wheeled vehicles. Pupils can evaluate their work in simple terms and discuss how they could be improved. These skills are further developed throughout Key Stage 2 when pupils increasingly design and make objects for particular purposes. They are able to investigate familiar objects such as the 'torch' in order to see how they function and use this knowledge to design their own torches using their knowledge of simple switches and electrical circuits. Pupils at both key stages have made appropriate progress in food and textile technology, using simple cross stitch on fabric and card in order to make a bookmark and use their literacy skills in order to follow recipes in order to make biscuits.
100. Across both key stages pupils' progress is enhanced by their clear appreciation of the designing and making process. They use and develop good mathematical skills when measuring materials and achieve good standards in their work on structures and mechanisms. In Year 4 pupils are able to investigate ways of strengthening structures using card and paper and use this information successfully in order to produce photo frames. In Years 5 and 6 pupils' understanding of the characteristics of familiar products has progressed and developed. Using step-by-step plans, pupils have worked with a wide range of materials and equipment in order to design and make a shelter. Testing and evaluating their shelters in relation to three design criteria, pupils are able to reflect on their designs in order to identify problems and modify their work after testing and show a mature understanding of the restraints of their designs and identify ways to improve them. Pupils with special educational needs in both key stages make good progress and work well with their peers in order to plan, make and evaluate their work.
101. No teaching was observed at Key Stage 1, but judgements on the quality of teaching have been made on the scrutiny of work, discussions with pupils and the examination of teachers' planning. The quality of teaching is judged to be good. At Key Stage 2 the quality of teaching is also good overall. In lessons seen it ranged from good to satisfactory. Where teaching is good learning objectives are clearly identified and teachers' good subject, knowledge, effective use of time and resources together with effective questioning, promoted pupils learning and developed appropriate design making skills. Where teaching was less successful, tasks were overlong and pupils were not always clear about the criteria.
102. The subject is well co-ordinated. The policy is a clear working document and teachers have been supported and monitored in order to develop their subject expertise. The recent advanced professional qualification that the co-ordinator has gained in this subject has enhanced the planning and development of the subject throughout the school.

GEOGRAPHY

103. Pupils make good gains in their learning in lessons and over time throughout the school. Because of the good planning and consistently good teaching the pupils attain standards that are in line with those expected from pupils of this age. Many pupils exceed national expectations by the end of Key Stage 2 in their knowledge and understanding of contrasting places. Pupils with special educational needs, including those with emotional and behavioural difficulties, make good progress when measured against their prior attainment because of the very good support they receive from their teachers and classroom assistants. Although these pupils attain standards below national expectations they achieve high standards in relation to their starting point of knowledge, understanding and skills in the subject. Through a well planned programme in geography pupils make good gains in literacy. However, the subject pays insufficient attention to the development of important numeracy and data handling skills. Overall, standards, planning and the quality of teaching have improved since the last inspection even though the time allocated to the subject has been reduced owing to the introduction of the literacy hour and the national numeracy strategy.
104. By the end of Key Stage 1, pupils make satisfactory gains in their learning. Through well-planned fieldwork in the immediate neighbourhood surrounding the school, they recognise and name different types of settlement. They have satisfactory mapping skills developed through their study

of Pucklechurch. They have an understanding of the differences in how people live in their own village of Pucklechurch compared with how people live in a village in the Gambia at a level expected of 7 year olds. Their understanding of life in Gambia is enriched through the opportunity they are given to explore a range of interesting artefacts from that country. They use geographical terms such as cliff, seashore, hills and valleys to describe the landscape in line with expectations of pupils of their age.

105. By the end of Key Stage 2 pupils have an appropriate understanding of why it is important to build a settlement above the flood plain of a river. They describe the journey of a river using terms such as 'meander' and 'ox-bow lake' accurately. They have a satisfactory understanding of how to plan a journey from Bristol to Liverpool and can accurately plot the motorways they would use on a map of the British Isles. They have a good knowledge and understanding of the problems caused by the levels of pollution in the rivers in India and, as a result of good quality research they know what it is like to live in the village of Chembakoli.
106. The quality of teaching is satisfactory overall. In lessons seen, the teaching was good at Key Stage 1 and very good at Key Stage 2. However, as yet, this good teaching has not raised standards above the expected level. Lessons are conducted at a brisk pace and good use is made of resources. This good and very good teaching makes a significant contribution to pupils' good learning. The very good use of role-play activities in Year 4 encourages pupils to learn about the harmful effects of pollution in rivers. In this lesson the outstandingly good behaviour, enjoyment and co-operation of pupils contributed to the excellent gains they made in understanding the damage caused by careless anglers and thoughtless tourists to rivers in the countryside. The fun in their learning enabled them to achieve high standards. Pupils at Key Stage 2 make good gains in presentational skills through being given the opportunity to share their findings about different places with the rest of their class as part of a topic on holidays. Pupils make good gains in their learning throughout the school. Pupils at Key Stage 1 make good gains in mapping skills and also in developing an understanding of direction through planning a route from home to school. Pupils at Key Stage 2 make very good gains in their knowledge and understanding of India because of the knowledge and enthusiasm of their teachers who provide a wide and interesting range of resources to support them in developing good research skills.
107. The co-ordination of the subject is good. The co-ordinator does not have sufficient non-contact time to monitor the quality of teaching and learning and so is not in a favourable position to share good practice in the subject.

HISTORY

108. Standards at both key stages are similar to those expected nationally, for pupils of the same age. Pupils' achievements in history are satisfactory. The standards reported, at the time of the previous inspection, have been maintained.
109. At Key Stage 1, pupils know appropriate details about the past. Through looking at pictures, videos and photographs, as well as undertaking visits to historical sites, pupils successfully identify some of the changes that have taken place in such things as games, clothing, seaside holidays and aspects of schooling. By successfully sequencing items, such as clocks and watches, for instance, pupils are developing a sound understanding of chronology. Pupils have a satisfactory knowledge of a number of historical figures, for example Samuel Pepys and Florence Nightingale, as well as important past events, such as the Crimean War and the Great Fire of London. At Key Stage 2, pupils know information about an appropriate range of historical periods. They successfully study the Ancient Egyptians and Ancient Greeks, as well as the periods of British history immediately before, and during, the Second World War. Pupils are able to discuss confidently aspects of these periods, such as, for example, life-styles, living conditions, clothing and, where appropriate, religious beliefs, and they can explain some of the differences that distinguish those periods. Pupils also show confidence in using dates and date-lines, and in placing the different periods in a proper historical framework. Pupils throughout the key stage confidently explain some important events that have taken place, such as Howard Carter's discovery of the tomb of Tutankhamen, and the Depression, and they can recall the lives of famous people, such as Neville Chamberlain.

110. The quality of teaching is satisfactory overall, and in lessons seen, it was good. Teachers plan lessons well, using appropriate resources, such as photographs and household artefacts, and a range of strategies, for example, making visits to historical buildings, and undertaking simple research, to foster the pupils' interest. The undertaking of research, such as that carried out on the Ancient Egyptians, by pupils in Year 4, is an improvement since the last inspection. Pupils, in response, enjoy the subject, settle well to the variety of tasks provided, and they all, including those with special educational needs, make good gains in their knowledge and understanding of history. Teachers' subject knowledge is good, and they make appropriate use of dates, events and artefacts, to help develop pupils' understanding of the past. Pupils show good, and sometimes very good, attitudes to the subject, and are always well behaved. This enables them to concentrate on their work, and to make suitable progress. Teachers provide pupils with help throughout lessons, and pupils readily turn to them for assistance where necessary. Pupils generally take care with the presentation of their work, and teachers, when they are marking books, provide useful comments to help pupils develop their work further. Teachers take the opportunity to further encourage pupils, by providing colourful displays of their work.
111. The co-ordinator is well qualified and enthusiastic, and, as well as having built up the stock of resources, she monitors work appropriately in the classrooms, to check that all requirements are being covered. There are no formal assessment procedures in place, but informal assessment is included in planning and is a regular feature of classroom practice. The writing activities, undertaken in many aspects of the subject, make a useful contribution towards the development of pupils' literacy skills. The work undertaken in history also makes a significant impact on pupils' cultural development, through the study of aspects of both their own and other cultures.

INFORMATION TECHNOLOGY

112. Standards are below the national expectations for pupils at the end of both key stages. There has been no significant improvement since the previous inspection. Pupils at Key Stage 1 are beginning to use simple word processing packages to support their literacy skills. Some pupils can use computers to assemble text and pictures and to explore information. They are beginning to make appropriate choices and know that they can cause something to happen by using different devices and by choosing options. Higher attaining pupils in Key Stage 1 demonstrate how to use different programs and explain how they use information and communication technology to support their work in numeracy as well as literacy. All pupils have the opportunity to use control technology in a limited way. However, overall standards are below those expected by the time pupils reach year 2.
113. At Key Stage 2 pupils begin to use information and communication technology to classify and organise their work. They continue to use word processing and there is evidence that they use computers to support their work in numeracy, as well as in art and literacy. By the time they reach Year 6 some pupils, particularly higher attaining pupils, can create simple posters using multi-media packages. They combine different forms of information to present their work effectively. They understand how to control devices by giving purposeful instructions to achieve the desired effect. A few pupils are able to show awareness of how their presentations can be changed to create an impact. For example, some higher attaining pupils in Year 6 changed the style and font of their posters to ensure that the message could be clearly read from a distance.
114. The quality of teaching and learning is unsatisfactory overall. Despite the introduction of some good, new multi-media computer systems, the amount of resources to support the subject is too small. In addition, several older computers frequently break down, reducing the time spent teaching the subject still further. This seriously inhibits pupils' progress and systematic teaching of basic skills. At Key Stage 1, pupils are given insufficient time to develop their skills thoroughly, or become familiar with the resources. Hence by the time they reach Key Stage 2, pupils are unable to improve and increase their independent use of computers in a range of subjects across the curriculum. The direct teaching of skills is difficult and there are too few examples of teachers and pupils working together to improve standards. Some teachers also lack expertise in the use of the new systems that have recently been provided. This also has a detrimental effect on pupils' acquisition of skills, and is unsatisfactory. Systems for the assessment of pupils' skills, knowledge

and understanding are inadequate and insufficient use is made of the information which is gathered to adjust future planning for the subject.

115. The school has rightly identified the subject as an area for development. Plans are in place to improve resources and develop teacher expertise. However progress towards meeting the needs of pupils and teachers in the subject is too slow. Although the planned curriculum, and the development plan are good, there is too little evidence that they are currently being used as tools for improvement, or that they are having an impact on standards.

MUSIC

116. Standards of work at both key stages are above those expected nationally for pupils of the same age, and well above those expected in singing. Pupils' achievements in music overall are good, and they are high in singing. These inspection findings show an improvement in the overall provision of music at Key Stage 1, since the time of the previous inspection, with a significant improvement having been made in singing throughout the school.
117. At Key Stage 1, pupils confidently sing a variety of songs, with growing control over rhythm and pitch. Pupils put much expression into their singing and use accompanying gesture well to emphasise the words. Pupils explore, and make sounds, using an appropriate range of untuned percussion instruments, which they play with enthusiasm. Pupils are able to describe the sounds they make, paying particular attention to changes in dynamics, and they successfully compose their own short sequence of music, which they practise and repeat. At Key Stage 2, pupils sing a range of songs, sometimes in two parts, showing particularly good control over both breathing and diction. They very successfully use tuned and untuned percussion instruments, and they confidently compose their own musical sequences. Having produced their compositions, they successfully identify areas for improvement, and rearrange their work accordingly. Pupils clearly understand the differences that can be made to their work by varying such things as pitch, tempo, texture and duration, and they readily use the correct musical terminology in describing their work. Pupils are confident enough in their musical performance to act as, and respond to, a conductor. All pupils at Key Stage 2 are provided with the opportunity to learn the recorder, and opportunities are also provided for pupils to learn a wide range of other musical instruments. Many pupils are confident in performing with others, in playing a wide variety of compositions. Pupils listen carefully to various live, and pre-recorded music, and they are confident in discussing the particular features of what they hear.
118. The quality of teaching is consistently good, and in one lesson observed in Year 5/6, it was excellent. Lessons are well planned and brisk in pace, with a good range of resources being provided. Teachers' subject knowledge is good, and often very good, and the subject expertise of the staff is a very significant factor in producing the current high standards. The high quality instruction and demonstration provided, enables all pupils, including those with special educational needs, to make good gains in their knowledge and understanding of the subject, with very good gains being made in singing ability. Teachers provide much well directed support, to help pupils improve their performance, taking particularly careful note of their work, and having high expectations of them. Pupils join in all activities with great enthusiasm and commitment, showing considerable creative effort where appropriate, and this helps them produce work of a high order. Their attitudes are consistently good, and sometimes excellent. They enjoy their music, singing very well, playing instruments confidently and working amicably with other pupils. This helps them to tackle all tasks with enthusiasm and pleasure. Pupils readily listen to a variety of music, and they are confident in offering opinions about what they hear, and in applauding the performances of their fellow pupils.
119. The co-ordinators, who are both newly qualified teachers, are well qualified and enthusiastic for the subject. Through being involved in the music provision, and sometimes taking lessons for colleagues, they are fully aware of the work being covered in the school. The hearing, and playing, of music from different countries and traditions, gives strong support to pupils' cultural development.

PHYSICAL EDUCATION

120. Standards of attainment have been maintained since the last inspection and are in line with national expectations at the end of Key Stage 1, and when pupils leave the school at the age of 11. Standards of dance in Years 5 and 6 are above those expected for pupils of that age. In accordance with National Curriculum requirements, gymnastics, dance and games are taught at both key stages and pupils in Year 4 have opportunities for swimming on a weekly basis.
121. The majority of pupils at Key Stage 1 are developing satisfactory skills for sending and receiving large balls, using their hands and feet, and learning to catch and bounce. They can describe what they have to do, 'stretch', 'move' and 'watch carefully' and can talk about 'what is difficult'. They can explain the importance of their warm up and all are very familiar with the 'jumping beans' routines.
122. At Key Stage 2, pupils in Year 4 are continuing to develop their ball skills, most of them being able to pass and dribble a football accurately, even when under the pressure of a team relay. Pupils in Years 5 and 6 are developing good skills in composing and controlling dance movements to music, developing their ideas into expressive sequences. They can create a complicated dance sequence related to another culture, as in the Indian 'Bhogra Dance', celebrating weddings and important events. Pupils also work well in pairs to create movements to lively music such as that used for 'Test Match Special' including high, deep, twisting, turning movements. They all work very hard in vigorous aerobic warm ups and evaluate their own and other pupils' movements effectively.
123. The quality of teaching is satisfactory overall. Some very good teaching was seen at Key Stage 2. Where teaching is most successful, as in all Year 5/6 classes, the impact of the teachers' subject knowledge, challenge and clear objectives is very noticeable on the learning of pupils. Progress is clearly made in lessons where teachers successfully achieve the fine balance between instruction to help improve learning, encouragement to pupils to concentrate and think about what they are doing, and opportunities to develop their activities. Lessons are of sufficient length for learning and progress to be relevant and successful. Pupils are very positive in their approach to physical education and they work with a great sense of enjoyment. This has a positive impact on the progress they make in learning. They are totally absorbed in their work, listen attentively and follow their instructions to the letter. Their relationships with their teachers are very good, and notably respectful; they also co-operate very well with each other. This enables them to learn well and get the most out of lessons.
124. Extra-curricular provision for sport is very good. There are a number of clubs which are organised on a weekly basis for pupils in Key Stage 2. An annual outdoor adventure residential week for all pupils in Year 6 has just taken place at 'The Mill on the Brue' in Somerset, which has helped social development as well as offering physical challenges. Small resources for physical education are satisfactory, and the school has good grounds and a small hall, which is used well. This is an improvement since the previous inspection. The newly appointed co-ordinator is specialist trained, and is committed to improvement in standards throughout the school which is already clearly visible at the end of Key Stage 2.

RELIGIOUS EDUCATION

125. Standards are in line with those expected by the locally agreed syllabus at both key stages. Pupils in Key Stage 1 have a satisfactory knowledge of the Christian festival of Easter. They understand that Easter Sunday is associated with new life because Christians believe that Jesus rose from the dead on that day. By the end of Key Stage 1 pupils have a knowledge and understanding of how Jews and Hindus worship. They know the Ganesha story and recognise the importance of the puja tray.
126. In Key Stage 2 pupils have a deeper understanding of the theological significance of Easter and they recognise that Christians believe that Jesus died for the forgiveness of their sins. Higher achievers are able to relate Jesus' death to the notion of the 'supreme sacrifice'. Pupils in Year 6

have a secure knowledge of Hindu festivals such as Holi and they know that a Hindu temple is called a 'mandir'. However, a significant minority have failed to grasp that there are Hindu communities in Great Britain, even though there is a Hindu community in Bristol only a few miles from their own village.

127. In lessons observed the quality of teaching was good overall and ranged from satisfactory to excellent. However, the scheme of work for Key Stage 2 does not yet cover all of the requirements of the new locally agreed syllabus for religious education and so certain expectations are not taught in their entirety. As a consequence, the overall impact of teaching is satisfactory overall. The best teaching is conducted at a good pace and excellent use is made of tactile resources to evoke curiosity and to make a very valuable contribution to pupils' spiritual development. In one excellent lesson observed, the teacher's knowledge of the Bible and customs associated with Christian festivals was outstanding and she used her knowledge well to inspire pupils in their learning. Her ability to answer pupils' deep questioning about the resurrection resulted in excellent learning. Where teaching is satisfactory overall in Key Stage 2 there are a number of shortcomings. In one lesson in Year 4 the pace was slow and so pupils lost concentration and began to fidget and this in turn had a negative impact on their learning. Some teachers lack confidence in their knowledge and understanding of the subject.
128. Learning in lessons in Key Stage 1 is consistently good. Pupils make good gains in their knowledge and understanding of the symbolic importance of colours and artefacts associated with the festival of Easter. Learning in lessons in Key Stage 2 is good overall. It ranges from satisfactory to inspirational. Pupils with special educational needs make good progress when measured against their prior attainment and so achieve high standards due to the very good support they are given by teachers and classroom assistants. Pupils make excellent progress in lessons where inspirational teaching arouses their curiosity and so impacts very positively on their learning. This was observed in a lesson in Year 3, where the teacher placed a covered basket containing beautiful artefacts on the centre of the floor and allowed pupils to explore the items in the basket by following a green ribbon to make an important discovery. The joyful and magical expressions on the pupils' faces were a delight to witness. In the same lesson the teacher's excellent subject knowledge about the customs associated with Easter contributed to pupils' excellent learning. Progress over time is not monitored and this is a weakness as it means that there is insufficient data to inform planning to raise standards further and also results in progress over time being unsatisfactory.
129. Although there have been improvements in the quality of teaching since the previous inspection, a number of weaknesses in provision remain. The school is aware of these and the school's development plan for next year includes measures to address them. The co-ordinator has not had sufficient time to develop a scheme of work for Key Stage 2 to meet the requirements of the new agreed syllabus introduced in September 1999. The lack of a formal procedure for assessment is a weakness and results in the lack of meaningful data to inform planning to raise standards for pupils in the subject. The co-ordinator has not monitored the quality of teaching and learning and has not been able to share good practice, where it exists.