

INSPECTION REPORT

FROSTERLEY COMMUNITY SCHOOL

Frosterley, Bishop Auckland

LEA area: Durham

Unique reference number: 114062

Headteacher: Mr M Sharland

Reporting inspector: Shelagh Halley
8203

Dates of inspection: 4 - 6 March 2002

Inspection number: 194608

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Bridge End
Frosterley
Bishop Auckland
Co. Durham

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Telephone number: 01388 528358

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs. K. Veitch

Date of previous inspection: 6 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8203	Shelagh Halley	Registered inspector	Foundation Stage Mathematics Design Technology Music Physical Education Religious Education	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9511	Ann Longfield	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
4720	Graham Carter	Team inspector	Science Art and design Geography	
17939	Gavin Graveson	Team inspector	Equal opportunities Special educational needs English History Information and communication technology	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Frosterley is a small village primary school set in pleasant rural surroundings. There are 50 pupils on roll, and this is much smaller than the average primary school. There are no pupils from refugee or travelling families or from ethnic minority backgrounds with English as an additional language. The proportion of pupils receiving free school meals is broadly average. Twelve pupils are on the special educational needs register, of whom three have statements of special educational need, with one statement pending. These proportions are above the national average. Children enter the Foundation Stage (Reception class) in the year in which they become five. They arrive with a range of abilities which are broadly in line with the county average. Since the previous inspection in 1997, there has been a complete change in teaching staff, caused by the decision to move from three to two classes. The school is part of a Sports Action Zone, and also the local cluster of small schools.

HOW GOOD THE SCHOOL IS

Frosterley is a very effective school where pupils in both key stages achieved highly in the National Curriculum tests for English, mathematics and science in 2001. These standards have been maintained since the previous inspection. The quality of teaching and learning is very good throughout the school, with many very good and excellent lessons taught. The leadership and management of the headteacher and key staff are very good. Costs are relatively high but this is not unusual in a small rural school. With all these factors taken into account, the school gives good value for money.

What the school does well

- Standards in the core subjects of English, mathematics and science in Year 6 are high, and pupils achieve very well.
- The quality of teaching is consistently very good and contributes greatly to pupils' very good progress.
- The start provided for children in the Foundation Stage is a very good preparation for their entry to the National Curriculum.
- Provision for pupils with special educational needs, including those with statements of special educational need, is very good and these pupils make very good progress towards the targets in their individual education plans.
- Provision for pupils' social and moral development is very good and has a positive impact on their good behaviour and learning.
- The leadership and management of the headteacher and key staff, and the school's self-evaluation procedures, are very good and have a significant impact on pupils' attainment and achievement.

What could be improved

- Standards in religious education in Years 2 and 6, and in art and geography in Year 6.
- The recording and use of assessment data in setting individual targets for pupils, incorporating pupils' self-evaluation of their learning and progress.
- Opportunities to prepare pupils for life in a diverse cultural society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997, and the weaknesses identified then were thoroughly addressed by governors in the post-inspection Action Plan. The standard of teaching is significantly higher in all key stages. Standards in art across the school and in design and technology in Key Stage 2 have improved. The school development plan has been thoroughly overhauled and is now a useful working document. The school's aims have been clarified and job descriptions agreed, and school systems have been documented effectively. There are now good procedures in place for assessing pupils' attainment and progress. Behaviour management has improved significantly. However, recent improvements in provision for the teaching of art have not been in place sufficiently long to have a

significant impact on raising standards of attainment and achievement. Overall, there has been very good improvement since the previous inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A*	E	A*	A*
Mathematics	A*	D	A	A
Science	A*	E	B	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The number of pupils taking the National Curriculum tests in Year 6 is very small and this is why attainment varies from year to year, since the national figures take no account of small schools. Each pupil's result has a ten to twenty per cent effect on the grade so interpretation of the grades is not wholly reliable. Last year, pupils attained results which were in the highest five per cent of schools in the country in English, and this was reflected when compared with similar schools. It is particularly good to note that the proportion of pupils attaining the higher levels in English was also well above average. Results in mathematics were well above the average, both nationally and in comparison with similar schools. Science was above the average, both nationally and in comparison with similar schools. These pupils' attainment when they started school was above the county average, and they achieved well. The sharp rise in the trend of improvement was above the national average last year. The school met its realistic targets last year, and looks set to do the same in 2002.

In Year 2 in 2001, pupils attained standards in reading, spelling and mathematics which were well above the national average, and writing was broadly average. Compared with similar schools, standards in reading and mathematics were well above the average, but below average in writing. The proportion of pupils reaching the higher levels in reading and mathematics was also well above the average. This cohort was also very small. Pupils' attainment when they started school was broadly in line with the county average, so their achievement was very good.

In the work seen, standards in mathematics and science were above the national average in both key stages. In English, standards were above the national average in Year 2, and in line with it in Year 6, with some pupils attaining higher levels. A particular strength is the standard of pupils' speaking, listening and reading. The standard of writing is improving and is now broadly average.

Children in the Foundation Stage are likely to exceed the national early learning goals in communication, language and literacy, mathematical understanding, knowledge and understanding of the world, and in personal and social development by the time they leave the Reception Year. They are likely to meet most of the goals in physical and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils come willingly to school and are eager to tackle their work.

Behaviour, in and out of classrooms	Good. Pupils generally conduct themselves well in the classroom and around the school.
Aspect	Comment
Personal development and relationships	Very good. Pupils are learning to take initiative and responsibility. They form constructive relationships, based on the good models set for them by their teachers and other adults in the school.
Attendance	Good. Pupils are punctual and lessons begin and end on time.

Pupils take pride in belonging to Frosterley, and work well with each other, respecting and valuing the opinions of others. Their good behaviour contributes to the quality of their learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 overall standard of teaching in English and mathematics in both the infant and junior classes is very good. Teachers plan their lessons according to the National Literacy and Numeracy Strategies and take care to adapt the work they set to the individual needs of their pupils so that they make good progress. A particular strength in teaching is the very good management of pupils by teachers, which ensures that classrooms are good environments in which effective learning can take place. Ongoing assessment and marking are generally good and help pupils to improve their work. Pupils with special educational needs receive very effective support and make very good progress towards the targets in their individual education plans. Pupils with prior higher attainment are suitably challenged and encouraged to achieve their best. Teaching was excellent in almost one fifth of the lessons seen, very good in three out of ten lessons, good in almost three out of ten lessons and the rest of the teaching was satisfactory. No unsatisfactory teaching was seen. Children in the Foundation Stage are very well taught and make good, sometimes very good, progress towards the national early learning goals.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities with a broad and balanced curriculum, enhanced by a wide variety of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Needs are identified early and very good support is provided. Although there is no formal identification of gifted and talented pupils, the needs of the more able are generally well addressed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual development is satisfactory. Pupils' moral and social development is very good. While the provision for cultural development is satisfactory, there is scope for further opportunities to study other religions and cultures in Britain.
How well the school cares for its pupils	The school provides good care for its pupils. Procedures for monitoring pupils' attainment and progress, personal development and behaviour are good.

All schemes of work are in place and the curriculum is enriched by a range of extra-curricular activities which is more varied than in most other schools of this kind. The school's participation in a Sports Action Zone is providing pupils with the opportunity to compete with similar schools in sports. Parents work very well with the school to support pupils' learning. Procedures for child protection are well understood and implemented by all members of staff, teaching and non-teaching.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by his hard-working and effective staff, and the committed governing body, provides very good leadership and management. He has identified most of the areas for development and has effected many changes for the better in provision and the quality of teaching.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They have a good knowledge and understanding of the strengths and weaknesses of the school, and how to address the latter.
The school's evaluation of its performance	Very good. Priorities are appropriately identified and there is a strong commitment to improve and a good capacity to succeed.
The strategic use of resources	Good. The governing body make good use of all available resources.

The school has a more than adequate number of teachers who are well supported by a small team of experienced classroom assistants. Accommodation, though much improved since the previous inspection, is only just adequate. Outdoor provision for the Foundation Stage is being developed, but the situation where the special educational needs withdrawal area, the library and the computer suite share the same classroom space is far from ideal. Following the previous inspection, in a bid to cut costs and improve the quality of education provided, the headteacher and governing body made the decision to reduce the number of classes and this change has been very well managed for the benefit of pupils. The governors have increased their involvement in the life of the school and are becoming increasingly aware of its strengths and weaknesses, working well to overcome the latter. They make prudent financial decisions and carefully apply the principles of best value when making large purchases or hiring expensive services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They would feel comfortable about approaching the school with problems. • The school expects their children to work hard and achieve their best. • The school is well led and managed. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents think there could be more activities outside lessons. • Some also feel that they are not sufficiently well informed and that the school could work more closely with them.

Inspectors agree with parents' very positive views. They disagree about activities outside lessons and judge that the range of extra-curricular activities, including after-school clubs, is good and better than most other schools of this kind. Inspectors also disagree about the information supplied by the school which is judged satisfactory and the school acknowledges that partnership with parents is still developing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment is above the national average in English, mathematics and science in Year 6, and in line with it in most other subjects of the National Curriculum and religious education. Standards in art and design and design and technology have improved since the previous inspection.
2. In 2001 statutory assessments for pupils in Year 2 showed attainment in writing to be broadly average. Attainment in statutory assessments for pupils in Year 6 in 2001 was very high in mathematics, above average in science, and in the highest five per cent in the country in English. All pupils achieved well at the higher levels. Comparisons should be treated with caution, however, since the numbers of pupils involved were very small. Over four years, apart from a dip in 1999 due to the admission of a statemented pupil with multiple learning difficulties in the middle of Year 6, standards have been consistently above and well above average. It is difficult to identify a trend in improvement in such a fluctuating situation, but there was a sharp rise last year.
3. In the lessons seen, standards were above the national average in English in Years 2 and 6, and pupils of all abilities achieve very well. The apparent differences between boys and girls in attainment in literacy were not substantiated in the inspection, which found achievement to be on equal terms. A particular strength is pupils' listening, speaking and reading. Handwriting and presentation, although improved since the previous inspection, could be better if teachers' expectations in this aspect were raised. Literacy skills are used effectively in a range of other subjects and activities in the curriculum, for example geography and history. There is some particularly good empathetic writing as a soldier from the Battle of Balaclava, based on Tennyson's 'Charge of the Light Brigade', and musing on the 'playing field of doom.'
4. Standards in mathematics are above average in Years 2 and 6, with pupils of all abilities achieving well and making good progress. Strengths here are in numeracy and in the development of mathematical language. Pupils are encouraged to use their numeracy skills in subjects like science and geography, but this use is underemphasised in design and technology. The use of information and communication technology to support learning in mathematics is developing very well.
5. Overall standards in science are above the national average, with pupils in Year 2 displaying well-developed reasoning skills. However, opportunities to involve pupils in different forms of measurement using different units and methods of recording, including information and communication technology, are underdeveloped and fail to stretch the more able pupils. In Year 6, pupils show good investigative skills when testing the brightness of light bulbs or the differences in solubility of substances in water.
6. In information and communication technology, standards are above average in Year 2 and broadly in line with the national average in Year 6. A particular strength is pupils' knowledge, understanding and skills in word-processing, and also in using CD-ROMs and the Internet for the purpose of research. However, the use of skills in information and communication technology in other subjects of the curriculum is not yet fully embedded in the junior classes and this is a major factor in the lower degree of pupils' achievement in Year 6.

7. There was insufficient evidence to make a secure judgement about attainment in geography, music and physical education. Standards in design and technology are now broadly average at the end of both key stages, and this is a satisfactory improvement since the previous inspection. Standards in history are above average in Year 2 and broadly average in Year 6. In art, standards are below average in both Years 2 and 6, and below the recommendations of the Locally Agreed Syllabus for religious education in Years 2 and 6.
8. Children in the Foundation Stage are likely to exceed the national early learning goals in personal and social development, mathematics, knowledge and understanding of the world, and communication, language and literacy. They are likely to meet most of the early learning goals in physical and creative development.
9. The progress over time made by pupils on the special educational needs register is very good. For example, two pupils in Year 6 who have been on the register for a number of years are expected to achieve levels close to the national average. Inspection evidence indicates that this is a reasonable target for both pupils. Another pupil in Year 6, previously on the register, is targeted at a level above average, having achieved quite a low level in Year 2. Although not formally identified, the progress of gifted and talented pupils is generally good, particularly in the core subjects. However, their general achievement in the non-core subjects is only satisfactory, with some opportunities for further challenge being missed.

Pupils' attitudes, values and personal development

10. Pupils' very good attitudes to learning, their good behaviour and the very good relationships within the school are all strengths of the school. Pupils know that their personal actions have consequences for others and show their very good awareness of the feelings and beliefs of others within the school.
11. Nearly every parent who returned a questionnaire agreed that their child likes school and inspection evidence supports this. Pupils enjoy school life and are willing to learn. They show an interest in lessons and listen to each other in discussions. This was evident during a Key Stage 2 personal, health and social education lesson when the pupils were asked to imagine that they had been stranded on a desert island and in groups they had to discuss how they would organise their community, taking into account their own strengths and weaknesses. A Key Stage 1 religious education lesson encouraged the younger pupils to listen to each other as they worked out what items would be important to Buddhists.
12. The behaviour in the school is good. The pupils move around the school in an orderly manner. They show appropriate respect for adults and a good level of self-discipline when in school and in the playground. There has been one permanent exclusion in the past academic year.
13. There are very good relationships throughout the school. The pupils react very well to each other, to teachers and to other adults in the school. They are polite, courteous and talk readily to visitors. The staff provide excellent role models. The tidy cloakroom, absence of litter and graffiti are evidence that the pupils are proud of their school. The school is in the process of introducing a buddy system to support the younger pupils.

14. Personal development is very good. The majority of parents agreed that the school helps their children to become mature and responsible. Pupils develop in self-confidence and are willing to accept responsibility and carry out duties in class and around the school. The School Council elects its own officers and in the past has been responsible for the playground rules, activities and rotas and the wet play activities. Throughout the school the pupils have class responsibilities appropriate to their age, with the Year 6 pupils having additional whole-school responsibilities. These include the daily telephoning through of the school dinner numbers and each week helping the caretaker to read the electricity, gas and water meters.
15. Pupils' attendance is good and is above that found nationally in similar sized schools. Most pupils are punctual and registration is completed quickly and efficiently.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching and learning throughout the school is very good. In eight out of ten of the lessons seen it was good or better and in the rest it was satisfactory. Almost two out of ten lessons had excellent teaching, and no unsatisfactory teaching was observed. The consistently good teaching is even more to be commended because teachers have to cope with three age groups in one class and four in the other, which renders planning work for differing ages and abilities rather burdensome. Teachers do this very well, and ensure that the work they set is suited to the individual needs of pupils, so that they make good progress at all stages of their primary education. Because of the small number of inspection days and the emphasis placed on English, mathematics, science, religious education and information and communication technology, there was insufficient evidence to make a reliable judgement on the quality of teaching and learning in music, physical education, geography and history.
17. Teaching in English is very good and often excellent, although there are some variations in a few lessons because of the three age groups involved, where teachers are challenged to meet the needs of all pupils. Teachers make effective choices of books and activities and, as a result, pupils of all ages are enthusiastic about the texts they read in the literacy hour. Teachers offer good additional support to pupils at both ends of the range of learning, with worksheets adapted for those with special educational needs, and extended challenge for the more able, for instance when they are expected to discuss issues of interest and concern, drawing on a range of information. Support staff and volunteer helpers are well briefed and make a very positive contribution to the quality of learning. Lessons are well planned and based effectively on the National Literacy Strategy, suitably adapted to meet the needs of pupils. Throughout the school teachers conscientiously assess the progress pupils make but they do not always use their assessments to adjust their planning. Teachers do not always ensure that the correct size and spacing in writing is practised and emphasized. They provide many suitable opportunities for pupils to practise their literacy skills in subjects other than English, particularly in the development of appropriate vocabulary.
18. The teaching of mathematics is good overall and teachers have successfully adapted the National Numeracy Strategy to the needs of their pupils. Teachers make good use of art skills to reinforce learning in mathematics in, for example, symmetrical patterns with painted butterflies or in demonstrating tessellation. Teachers use very effective questioning to allow pupils to explore and understand the work they are doing, giving reasonable explanations of how they arrive at the answer. Teachers use the beginning and end of numeracy hours to provide good opportunities for developing literacy skills in

the form of correct mathematical vocabulary, for example factors and multiples. In the junior class, previous work is progressively built upon and pupils make effective use of a variety of strategies to solve problems set by their teachers, for instance using their mathematical knowledge and understanding to construct story equations. Pupils' numeracy skills are used effectively in other subjects like science, geography and history but not to the expected degree in design and technology. The use of information and communication technology is developing well. Teachers' planning also includes appropriate assessment opportunities so that the teachers have a good knowledge of what pupils know, can do and understand. Assessment procedures are good and are beginning to have a significant impact on target-setting for individual pupils and, consequently, their attainment and progress. The school is aware that this is an area for further development.

19. In science, the quality of teaching is good and sometimes very good, with a clear emphasis placed on investigative and experimental work which enhances pupils' knowledge and understanding so that pupils of all abilities make satisfactory progress. Teachers' good questioning techniques in directing enquiries to pupils of differing abilities make a significant contribution to the development of literacy skills in the subject. Teachers' planning is appropriately based on national guidance but, occasionally, the objectives related to new activities are not always clearly explained to pupils, with the result that pupils are confused for short periods of time.
20. The quality of teaching in information and communication technology ranges from good to excellent, with pupils making commensurate progress. Pupils use their information and communication technology skills to support their learning in mathematics, music, art and literacy. Their skills in data handling are being progressively developed through teachers' carefully structured approach. As teachers' expertise improves, they convey their enthusiasm well to pupils to engage and sustain their interest.
21. In music, pupils sing competently and tunefully, and use a range of percussion instruments to demonstrate loud and soft sounds. They carry out their activities with enthusiasm and enjoyment, responding to the visiting specialist teacher's enthusiasm. In the junior class, pupils also respond well to the activities planned by their teachers, working well with partners to write their own compositions using a computer program. In physical education, teachers have a good understanding of the basic skills and manage pupils, including those with special educational needs and the more able, very well so that they all make good progress.
22. Pupils with special educational needs are very well provided for and taught. In the infant class, two teaching assistants and one volunteer are available to work with the class generally, or with statemented pupils. These staff are excellently deployed to work, for example with ability groups within the class, or for withdrawal of Foundation Stage children. The quality of teaching for pupils with special educational needs is excellent. Where pupils are withdrawn for short periods, the class teacher makes a particular point of reinforcing with the pupils what they have just been doing and what they will return to do. This is a very effective way of minimizing the interruption and possible lack of continuity. Teachers' planning includes good adaptation of tasks to suit these pupils, within the mixed age and ability groups in classes. The targets in pupils' individual education plans are well matched to pupils' needs, including both academic and social targets. The co-ordinator manages this area of provision well.

23. Although there is no formal identification of gifted and talented pupils, teachers plan work which appropriately challenges and extends the learning of more able pupils, ensuring that they achieve their best in the core subjects. There is a need to extend this good teaching to the non-core subjects so that pupils achieve as highly as they do in English, mathematics and science.
24. The teaching of children in the Foundation Stage is very good and, because the difficulties caused by planning mean that they often do the same work as the older children in the class, ensures good progress towards meeting, and often exceeding, the requirements of the nationally expected early learning goals.

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

25. The school provides a broad and balanced curriculum which meets statutory requirements, and those of the Durham Agreed Syllabus for religious education. This is an improvement on the previous inspection where it was reported there was some imbalance in respect of time for swimming and continuity of topic work. The quality and range of opportunities for learning, both inside and outside the classroom, are good, and there is equality of access for all pupils, including those with special educational needs.
26. Across the National Curriculum and religious education there are very effective strategies for teaching literacy skills, which build on the dedicated literacy lessons. For example, the introduction of the special vocabulary necessary for full access to individual subjects is a regular feature of lesson plans. The teaching of numeracy skills is good, and this reinforces pupils' sense of confidence in handling numbers, such as Reception pupils needing to count in 10s and 100s in order to program a roamer.
27. In addition to what is provided in lessons, the school has a good range of visitors who lead workshops in, for instance, story writing or Indian cookery. Pupils also have the opportunity to make visits as part of their learning in geography, science, history, drama, and art. Joint arrangements with other local small schools is also very effective in enlarging the learning opportunities for pupils in the areas of competitive sport, and residential visits. There is also a developing curricular link with the local secondary school in design and technology. These arrangements are also beneficial in providing extension activities for those with special aptitudes, such as music. Extra-curricular activities are particularly focused on sports, and there are substantial links with the county competitions in cross-country running, and football, in which boys and girls both take part. The school also offers cycling proficiency lessons, an off-site homework club for junior pupils, and a Friday social club. In the context of a small school, the range of after-school clubs offered is good.
28. Provision for personal, social, and health education is well organised. Opportunities are taken in all lessons to develop personal and social aspects, and this contributes notably to the purposeful atmosphere of learning throughout the school. In addition, there are separate timetabled lessons which are used to teach discrete elements such as health, sex and drug education, and citizenship. These are satisfactory, though the inspection confirmed parents' observations that these aspects would benefit from firmer planning.

29. The headteacher is responsible for the promotion of equal opportunities within the school and he is very successful. There are no barriers between boys and girls, either academically or socially, and the action the school takes to provide equal opportunities is good. Higher attainers have opportunities to work with others of similar ability in cluster schools, focused on particular curricular areas. The 'booster' classes have also contributed to the improvements in achievement of pupils in Year 6.
30. The contribution of the community to pupils' learning is satisfactory, with local residents attending social and sporting events at the school. A local business has also donated money to be used to defray the costs of the new playground. The school's partnership with other institutions is good. The owner of the local nursery is also the chair of governors at Frosterley and close links have been established, resulting in an increase of applications for admission to the school. The school also extends its hospitality to students at Bishop College who carry out work experience there.
31. The provision of moral and social education is very good. There is a well-understood code of conduct, which operates very quietly and effectively. It forms the core of the work in the classrooms, and allows pupils to work with a strong level of interest, commitment and effort. Pupils respond very well to both praise and correction. Pupils have a strong sense of right and wrong, which is purposely developed across the curriculum. There are many opportunities for pupils to reflect on their own views and those of others, which enables them to develop and express moral values, to grow in self-knowledge, and to develop an awareness of rights and responsibilities.
32. Socially, too, the school provides very good opportunities for pupils to broaden their experience and meet with others beyond their relatively small local environment. For example, the link with a school in central Sunderland contributes to a broadening of their social frame of reference. The opportunities and atmosphere within the school enable pupils to be confident, attentive to the needs of others, and courteous to all.
33. Provision for spiritual and cultural development is satisfactory. During the inspection an assembly on the subject of forgiveness was well focused, and gave pupils the opportunity to empathise with a human predicament. Elsewhere during lessons, however, opportunities to experience a sense of wonder about aspects of the natural and human world were underplayed. Music is taught weekly but was not observed since the timetable provided for it after the inspection team left the school. However, the use of music to raise the spiritual and cultural content of assemblies does not make a full contribution to pupils' development.
34. Within the curriculum, opportunities to introduce aspects of other cultures are taken in religious education, geography, and art. These are appropriate in their presentation of positive images, and in broadening pupils' awareness of the world. Religious education does not, however, yet make its full contribution to pupils' spiritual and cultural development because the emphasis is on imparting information and not enough opportunities are given for pupils to reflect upon, and discuss, what they have learned. The school is now well placed to consider taking the further step of introducing pupils to their part within a British multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The headteacher takes the lead in setting an ethos of care, order and structure. The standard of care provided by the teaching staff and non-teaching staff is good. Child protection procedures are in place and meet statutory requirements. There is a designated person who has received training and all the teaching and non-teaching

- staff are aware of their responsibilities and are kept up to date with child protection issues. There is a trained first aider and pupils know who to go to if they are sick or injured. There are regular fire drills and fire notices are displayed around the school. Required health and safety measures are in place and regular inspections are undertaken.
36. The inclusive ethos of the school was well illustrated by the farewell celebration for the pupil with Down's syndrome who recently transferred from Year 6 to a special school. There was a photographic display and written appreciation of her by other pupils.
 37. Revised individual education plans for pupils with special educational needs and the sections for summary records of previous attainments are in the process of being completed. The school checks the progress of all pupils using a range of standardised tests which the school considers are sufficient for pupils with special educational needs. Lesson plans do not refer to the specific needs of individual pupils with special educational needs, though there are differentiated tasks for groups. On occasion, some individual pupils have difficulty in completing their work because the reading demands are too great. Evidence from classroom observation, however, and from information about the movement of pupils between the literacy and numeracy sets, confirms that the progress of all pupils is in general well monitored, and that appropriate action is taken.
 38. Teachers are conscientious in their supervision of the pupils in their class. There are good relationships between the pupils, teachers and other adults in the school. The class teachers use their knowledge of the pupils to monitor their personal development. Year 5 and Year 6 pupils take part in the local safety carousels organized by the police, fire brigade and ambulance services.
 39. The school very successfully promotes good behaviour through the assertive behaviour policy. Staff often praise pupils for their behaviour and work. Pupils value the 'Sunshine' certificates presented at the weekly awards assemblies.
 40. Procedures for assessing pupils' progress and attainment are good. Baseline assessment information is used to track pupils' progress and to project targets for statutory attainment tests, based on teacher assessment and optional testing in the intervening years. Procedures for assessing pupils' attainment and progress are built into mathematics, science and English. Individual targets are sharply focused on literacy and numeracy and contribute well to raising the achievement of pupils. The use of assessment information to guide curricular planning in the core subjects is good. Results are used to plan work that systematically builds on pupils' prior knowledge, but this is not rigorous enough in the non-core subjects. Co-ordinators have compiled portfolios of pupils' work to provide guidance on National Curriculum levels and each child has its own portfolio of work. However, pupils do not have the opportunity to make their own evaluations of their work or help to set their own targets.
 41. Pupils' attendance is good and is above that found nationally in similar sized schools. Most pupils are punctual and registration is completed quickly and efficiently.
 42. Procedures to monitor attendance are sound. The school works in partnership with the Educational Welfare Officer to contact families when any pupil's attendance or punctuality gives cause for concern.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has a very good partnership with parents. The very supportive and positive views of parents about the school are reflected in the summary of the parents' questionnaires.
44. Parents agreed that the school has high expectations of their children and that they feel comfortable in approaching the school with problems or questions. A number of parents and friends regularly help in the classroom. The very active parents' association organises fund-raising through a variety of social events including a garden party.
45. The quality of information that parents receive about the school is satisfactory. The prospectus presents key information in a straightforward manner. Parents are kept up to date with school affairs through regular newsletters and correspondence. The pupils' annual progress reports inform their parents what they know, understand and can do. There are two parent consultation evenings a year, which are well attended.
46. The parents support their children's learning at home by supervising any homework set for them and listening to them read, and this contributes to pupils' attainment and progress. The school has yet to set up a home-school agreement and acknowledges that there is more to be done to increase parents' involvement in the development of the school's partnership with them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school is now good overall and it has greatly improved since the previous inspection. The headteacher has a very clear vision of what the school should be and he is supported very effectively by the staff team. This has a strong impact upon pupils and staff alike and contributes to the way teachers and other staff work to improve pupils' social skills and academic performance. As a result, standards have improved and the pupils' behaviour and consideration for others is a strength of the school. It is a feature of the school that its aims and values are reflected in the daily lives of the pupils through a sense of confidence that there is equal access for all pupils to the opportunities provided by the school.
48. The most significant factor in the improvement in the leadership and management of the school since the previous inspection was the decision to cut back on the costs of teachers' salaries and improve the efficiency of the school by having only two classes, and not three. This decision could have been fraught with peril but has been so very well managed that there has been no disruption in pupils' learning – in fact, standards have been maintained and the quality of teaching has improved significantly.
49. The governing body is effective in carrying out its legal responsibilities and now takes an active part in shaping the direction of the school. Governors know the strengths and weaknesses of the school are fully involved in the management of finance and ensuring that monies are appropriately spent on agreed priorities. The chairman of governors and headteacher meet regularly to track progress and discuss issues that arise. Most of the governors have regular involvement in the school.
50. As is usual in small schools, class teachers are responsible for co-ordinating several subjects or aspects of the curriculum. They have responded conscientiously to this challenge. With the headteacher they have started to monitor standards in many of the subjects for which they are responsible and introduce curricular improvements. For

example, they see their subject roles as monitoring, advising and providing resources for subjects. They have scrutinized planning and pupils' work but do not have the opportunity to observe each other teaching because of a lack of time. Their effective exercise of their management function of monitoring and evaluating has a very good impact on the leadership and management of subjects.

51. The school development plan has been thoroughly revised since the previous inspection and is now a good working tool. It has clear targets for improvements based upon very good quality reviews of the school's work. Targets, dates for completion, the people responsible and the money needed are all identified and positive action is taken to ensure that the initiatives are successful.
52. The management of special educational needs is very good. The school is well abreast of the new regulations introduced from January 2002, and is well on target to make the necessary revisions by September. School staff make learning aids, such as laptops and angled work surfaces. There is a very clear tariff of support for pupils at differing stages of need, which the school fully understands and works with successfully. There was an unusually high turnover of pupils with special needs (including those with statements of special educational need) at the time of the inspection, and the way the school was making provision on an emergency temporary basis was impressive.
53. The quality of financial control is good. The school makes good use of the School Information Management System (SIMS) for budget monitoring and other purposes. There is good financial planning based on school priorities and forecast pupil numbers. Members of the Finance Committee meet regularly to monitor budget spending and are well supported by the link LEA finance officer, who offers strong support. Money carried over from the previous year is already earmarked for important building projects, such as roof repairs. Money for specific purposes such as staff development and for pupils with special educational needs is used effectively. Governors make appropriate use of specific grants, such as the Standards Fund and New Opportunities Funding.
54. The governors are making sound use of the principles of 'best value' when obtaining quotations for property repairs and other services. They also feel confident, when necessary, in challenging and thereby improving recommendations for spending during governors' meetings, in order to use resources most effectively to meet school priorities. Given the school's improving trend in pupils' attainment over the last four years and its average level of spending in comparison with similar small schools, the school gives good value for money.
55. The accommodation of the school is adequate but the situation of having (in one room) the library, computer suite and a withdrawal facility for pupils with special educational needs is not ideal. A new playground has been laid very recently and pupils, parents and staff will consult together about the best use of this new space. Although teachers work hard to meet the needs of three age groups in one class, the existing accommodation is not helpful.
56. The school's resources are satisfactory, except for geography where there is a lack of modern texts. Recent efforts to improve resources for design technology are having a positive impact on the quality of the pupils' learning.

57. The qualifications and experience of the teachers and support staff is a good match for meeting the demands of the curriculum, although there is a need for further training to meet the needs of statemented pupils. Good arrangements are made for the induction of new staff. Good performance management strategies are in place and opportunities for professional development are appropriately linked to the school's needs as identified in the improvement plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to further raise standards and improve the quality of education offered, the headteacher and governing body should:

- (1) raise standards in art and religious education in both infant and junior classes and in geography in Year 6 by:
 - ensuring that the whole of the Agreed Syllabus is taught in sufficient depth throughout the school. (Paragraphs 7, 34, 106)
 - increasing opportunities for pupils to extend, improve and practise their artistic skills. (Paragraphs 7, 94)
 - further implementation of the good quality planning in geography in the junior classes. (Paragraph 96)
- (2) refine the existing good procedures for assessment to improve the quality of recording information which can then be used to set individual targets for pupils. (Paragraphs 18, 40, 76)
- (3) Improve provision for multicultural education by increasing opportunities for pupils to celebrate the diversity of cultures in Britain. (Paragraphs 34, 106)

In addition, the headteacher and governing body may like to consider the following minor points:

- ▶ Provide further opportunities for pupils to make their own assessments of their progress and attempt to set their own targets. (Paragraphs 40, 76, 106)
- ▶ Increase provision for pupils' spiritual development by creating more opportunities for reflection and discussion in subjects other than the core. (Paragraphs 33, 104, 106)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	12	10	8	0	0	0
Percentage	19	32	27	22	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	50
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	12

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	94.31

Unauthorised absence

	%
School data	0

National comparative data	93.9
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	46
Any other minority ethnic group	0

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	1	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)	3.5
Number of pupils per qualified teacher	20.4
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	46

Financial information

Financial year	2001/2002
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	£
Total income	194049
Total expenditure	191454
Expenditure per pupil	3829
Balance brought forward from previous year	14033
Balance carried forward to next year	16628

Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	50
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	0
My child is making good progress in school.	50	50	0	0	0
Behaviour in the school is good.	29	68	0	0	3
My child gets the right amount of work to do at home.	18	71	6	3	3
The teaching is good.	56	44	0	0	0
I am kept well informed about how my child is getting on.	41	38	12	6	3
I would feel comfortable about approaching the school with questions or a problem.	61	36	3	0	0
The school expects my child to work hard and achieve his or her best.	62	29	0	0	9
The school works closely with parents.	44	35	12	6	3
The school is well led and managed.	41	38	3	0	18
The school is helping my child become mature and responsible.	47	41	3	0	9
The school provides an interesting range of activities outside lessons.	29	26	32	3	9

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

59. Children enter the Reception class in the year in which they become five and are taught with pupils in Years 1 and 2. This means that their teacher must plan for three different age groups and all the differing abilities, and it is to her credit that she achieves so much. The teacher provides a good balance of free and directed activities and ensures that all tasks set are purposeful and lead to good learning and progress. Two support assistants and a part-time volunteer work well with the teacher who deploys them very effectively so that they can make a very positive contribution to children's learning. There is, however, a lack of sufficient planned opportunities for outdoor work and play. This is because the new playground surface has only recently been laid down and the new purchases of equipment for climbing and balancing have not yet been received. Curriculum planning takes clear account of the needs of children as they work towards the national early learning goals. It shows a clear and logical progression towards the beginning of National Curriculum studies by the end of the summer term. Ongoing observation and assessment of pupils' progress is good, particularly the detailed notes taken on the attainment and progress of pupils with special educational needs. No specific comment was made on the Foundation Stage in the previous inspection and so it is not possible to make comparisons.

Communication, language and literacy

60. Children enjoy listening to stories and poems and join in traditional rhymes and repetitions from familiar stories with enthusiasm. They are beginning to recognize which letters make the sounds they know, and that print carries meaning. They respond well to adults' encouragement to expand their one-word answers and to explain how they have arrived at the answers to problems in, for instance, the numeracy hour. Children ask and answer questions sensibly. They use their language in the role-play corner, currently a hospital, to act out their own experiences and explore the words used. The more able read common words and simple sentences and make good attempts to read the stories they have written during the literacy hour. The quality of teaching is very good and leads to very good achievement. The teacher and support assistants make very good use of effective questioning to help children to explain what they are doing and to give opinions. Children are already beginning to write independently, and they are likely to exceed the nationally expected early learning goals by the end of the Foundation Stage.

Mathematical development

61. Children are likely to exceed the early learning goals in mathematical development. They count reliably and confidently up to 20 and recognize most of the numerals. They confidently count on and back in 10s and 2s, although pupils with special educational needs are a little uncertain when it comes to 5s. Their mathematical language is developing well, as they confidently and accurately talk about 'more' or 'less.' The teacher uses children's art skills in reinforcing their work on seeking, identifying and creating repeating patterns and symmetry in paint. Children respond well and are generally correct in meeting the teacher's challenges on identifying simple shapes like triangles, squares and circles. They explore and construct correctly a range of three-dimensional shapes and patterns in colour when they play with small construction equipment. Children develop their speaking and listening skills as they talk and are developing their confidence in writing down numbers. The teacher makes good use of

flashcards to target questions accurately in the introductions to numeracy hours and children happily chant number rhymes to reinforce their learning. Along with their older classmates, children collect data and construct simple graphs – for instance, on the pets kept at home. The quality of teaching is good overall and sometimes excellent, enabling children of all abilities to achieve very well.

Knowledge and understanding of the world

62. Children investigate objects and materials with curiosity and inventiveness. They enthusiastically take care of the school pets – a rabbit and a hamster. Children confidently name parts of the human body and label outlines of their own bodies accurately. They enjoy experimenting to see which of their muscles are used when pulling and pushing. The quality of teaching is very good. The teacher makes good curriculum links with art when she challenges children to make detailed drawings and paintings of healthy foods. Children begin to select the tools needed to shape and join materials, for example when making book covers. They produce pictures using an art program on the computer and are developing proficiency when working with a programmable toy. They build and construct with a range of apparatus, large and small, and children are likely to exceed the early learning goals by the end of the Foundation Stage.

Physical development

63. Children are beginning to move with confidence and safety in their physical education lessons in the hall. The teacher ensures that they understand the need for space between their work and that of others. The quality of teaching is good and pupils achieve well. Children move with increasing control and co-ordination during dance lessons, and practise to improve their performance. They run, jump and hop with increasing confidence and competence. They handle a range of tools and materials with improving dexterity, and are developing good control of pencils and their cutting skills are particularly good. They successfully manipulate small apparatus, like jigsaws and construction kits. They have some opportunities to practise and develop their climbing and balancing skills in the hall during one term of the year, but these opportunities are not regularly planned at other times. Because of this and because of other time restrictions, it was not possible to observe children working with large toys. Despite this, children are likely to meet most of the national early learning goals in this area.

Creative development

64. The quality of teaching is good and children are likely to meet the early learning goals by the end of the Foundation Stage. Children enjoy singing in assemblies, in class sessions and in the weekly music lesson taken by a visiting music specialist. In these lessons, they are developing an awareness of sound patterns and movements in music, and are beginning to compose simple accompaniments to their singing. They mix colours successfully, and explore texture, form and shape when they play with sand and play dough. Children are beginning to express their thoughts and feelings in dance, and use their imagination in the stories they tell and in the activities they role-play in the 'hospital'

Personal, social and emotional development

65. Children enjoy coming to school. They are excited and well motivated to learn how to sit quietly and concentrate. They listen well and speak confidently to groups and to the class. The quality of teaching is very good and the teacher ensures children's participation in class discussions without coercion. Children are learning to take turns and not interrupt when others are speaking. They are learning to develop a knowledge and respect for other religions as, for example, when they learn about Buddhism. They work together well in pairs or small groups, and there is little squabbling over resources. They change their clothes for physical education lessons with minimal help from adults, and take care of their personal hygiene by remembering to wash their hands after using the toilet. Children are likely to exceed the early learning goals by the end of the Foundation Stage.

ENGLISH

66. Evidence from the inspection of pupils' work in class and in their books confirms that standards of attainment are continuing to rise or be maintained in both Years 2 and 6, and that this is a direct result of the very good teaching of literacy across the school.
67. Pupils in the Foundation Stage make rapid progress in speaking and listening, and are already confident to speak out within the class or in assembly. They are also attentive to what others are saying. By the age of seven, pupils contribute very well indeed to ideas and suggestions arising from their work, and discuss reasons with each other. For example, in looking at a line of pupils holding word cards, they were able to work out together what the correct order of words should be to make sense in a sentence. Pupils have also acquired a very marked ability to listen to and retain a considerable amount of information conveyed by the teacher. This enables them to move swiftly and purposefully to their next task.
68. The standard of reading aloud is good throughout the infant class. Pupils' understanding of what they read is sound, and, for example, they can make very plausible suggestions for missing words which depend on rhyme as well as meaning to make sense. However, some pupils find reading more difficult to understand, and this sometimes holds them back.
69. Pupils' attainment in writing in the infant class is not as advanced as it should be. In particular the standard of handwriting, and presentation more generally, is unsatisfactory. Pupils have acquired appropriate knowledge of the conventions of written language, and they have a good level of imagination and ideas to write about. In practice, however, older pupils in particular do not achieve the quality of expressive language and control of which they should be capable.
70. In the junior class, younger pupils make good spoken responses in class, contributing ideas confidently and relevantly to the class as a whole and to each other. Older pupils are very much more fluent with ideas and points of view, and higher-attaining pupils discuss issues of interest and concern, drawing on a range of information, with insight and humour. Lower-attaining pupils also make very good progress in speaking and listening as they get older, and they are helped to perceive the relevance of what they are studying.
71. The development of reading skills is good across the junior class at all levels of attainment. Older pupils consistently succeed in reading aloud with expression and emphasis, and a good level of fluency. This shows that they have a strong sense of an

audience listening to them. Pupils at all levels are also enquiring readers, and talk confidently, using a wide vocabulary, about their understanding of what they have read. By Year 6, pupils value books and literature highly, and are confident readers of both imaginative and non-fiction writing.

72. The standard of writing in the junior class is satisfactory overall, with some writing of a very high standard. By Year 6, pupils understand a considerable range of writing styles, particularly in the area of non-fiction, such as report writing, discussion and debate, explanation and instruction, and persuasive writing. In discussing their work, it is clear that pupils have a strong sense of how to organise their writing so that it is fluent and makes an impact on the reader. There are particularly good examples of poetry writing. However, the standard of presentation, including handwriting and spelling, is unsatisfactory, and this area of relative weakness contributes to pupils' writing not achieving the overall high quality at which they are aiming. The orderliness that is necessary for the most effective writing is insufficiently supported by an orderliness of presentation.
73. Pupils' attitudes to their work in literacy throughout the school are very good. They show high levels of concentration and appreciation of what they are doing, and of each other's work. They settle down quickly, and move from one activity or focus of interest to another with a strong sense of purpose.
74. Teaching of literacy and the wider aspects of English are very good, and often excellent. Teachers have a very good understanding of the National Literacy Strategy, and planning for this area of learning is very skilled. Teachers use a wide range of teaching methods successfully to meet the needs of the pupils, which the pupils understand and appreciate. For example, pupils are always clear what the focus of the lesson is, and what they are aiming to learn. Where support staff are available they are very well deployed, and there is excellent teamwork between them. Provision for individual pupils having difficulties with aspects of literacy is very well targeted, relates well to their individual education plans, and is of very good quality.
75. The subject of handwriting and presentation more generally was raised as an issue in the last inspection, and there appears to have been little progress. Handwriting is practised as an exercise, and spelling features significantly in lessons and to be learnt at home. Progress is rather slow, and this is because it is insufficiently reinforced as an expectation in pupils' everyday work.
76. A second aspect of literacy development that needs further attention relates to the learning of individual pupils. The pupils are well able to understand, and contribute to, decisions on what they need to work on and improve, and these should form the basis for individual targets over the short term. This kind of development would be assisted if the teachers could have greater opportunities to familiarise themselves with national moderated standards of work.
77. The management of literacy across the school is satisfactory. The decision to organise pupils into three teaching groups for literacy works very well, and decisions about groupings of individual pupils are taken with great care. This arrangement is a very successful inclusive response to the general concerns about class organisation raised in the last inspection.

78. There are one or two aspects of management that need further development. A close analysis of test results, using all the data supplied centrally, should be undertaken each year, so that lessons can be learnt and improvements put in place. Resources are satisfactory overall, but there is too little provision of audio and video material.

MATHEMATICS

79. In the lessons seen, standards of attainment were above the national average in Years 2 and 6, and there has been steady improvement over the last four years. These good standards, despite the fluctuating abilities of pupils on entry from year to year, have been maintained since the previous inspection.
80. By Year 2, most pupils are confident and accurate in counting on and back in multiples of 5, 2 and 10, noting the patterns and the odd and even numbers. They have a good recall of a pictogram of family pets which they made some time ago, using data collected on tally charts. They confidently use whiteboards to count to 100 in 2s. Most have little difficulty partitioning given numbers to share by 2, a good introduction to halving and doubling. Almost all form their figures correctly, with very few writing them back to front. They are developing the skills of using information from the graph, asking questions like 'Which is the most popular animal?'
81. The examination of pupils' past work shows a good volume of work produced, with clear evidence of many mathematical investigations carefully carried out and revealing good achievement, with pupils of all abilities making very good progress. It shows a clear knowledge and understanding of number to 100, with some going beyond, and money to at least £1, measure (including time, length and distance). Pupils use their knowledge of pattern seeking and making to produce tessellations and tangrams. They explore 2-D and 3-D shapes, counting the number of flat planes. They have already done some good work on the rotation of angles and symmetry and are beginning to understand plus and minus as inverse operations. The teacher and support assistants lose no opportunity to extend and improve pupils' mathematical vocabulary, frequently using positional language like 'under', 'through' and 'around'. Pupils work well together in pairs and small groups with all pupils joining in the work enthusiastically. Pupils with special educational needs and prior lower attainment achieve well and the standards they attain are very little below those of their more able classmates. This is because the teacher is careful to adapt to their particular needs the content of worksheets and the vocabulary used when she is questioning them. Pupils make accurate symmetrical patterns with painted butterflies.
82. The class teacher is very enthusiastic and conveys her love of the subject well to engage and sustain pupils' interest. Expectations are very high for all three age groups in the class, but are still sufficiently challenging for older higher-attainers. The teacher uses very effective questioning to allow pupils to explore and understand the work they are doing, giving reasonable explanations of how they arrive at the answer. Lessons are very well paced, stimulating and challenging pupils of all abilities to think. Pupils with special educational needs or those of prior lower attainment successfully keep up with their fellows. These pupils are well supported by experienced classroom assistants. Higher-attaining pupils are suitably challenged, for example when they estimate the distance between a programmable toy and an identified pupil and then give the toy the necessary information using half and quarter turns.
83. The use of information and communication technology is developing very well. The class teacher uses the beginning and end of the lessons to provide good opportunities for developing literacy skills in the form of the correct mathematical vocabulary, for

example factors and multiples. There is good development in the recording of mathematical problems and the work is generally well presented. The work is well annotated by the teacher, who makes useful and encouraging comments to help pupils improve their performance.

84. In the junior class, previous work is progressively built upon and pupils make effective use of a variety of strategies to solve problems set by their teacher. Their numeracy hours begin with rapid-fire questions challenging and developing their mental ability. Pupils use mathematical language precisely, for instances multiples, digits and factors. In Year 4, pupils partition number effectively using multicube rods, and use the same resources to create appropriate sets and rows for multiplication. Higher-attaining pupils confidently describe in number sentences their results. The teacher's careful planning and good adaptation of work to suit the needs of all pupils ensure that they make good progress in their knowledge and understanding of number sequences and patterns. Pupils accurately and quickly recite multiplication tables, solving problems by using the four operations to 100 mentally. They understand halving, doubling and approximating. Occasionally, pupils with special educational needs or lower prior attainment have a little trouble predicting the outcome of partitioning but succeed with the teacher's support. They know the names of simple and complex shapes, for instance triangles, rectangles, pentagons, cylinders and cuboids. The teacher's good knowledge and expertise ensures that all pupils make good progress in, for example, extending pupils' knowledge of tripods and bipods when working on probability using a game of tenpin bowling. In Year 6, pupils use inverse operations to calculate mentally. They use mathematical terms precisely, for example minus, multiples and factors. They double numbers accurately and understand how a half is expressed as a decimal, also using equivalent fractions. They seek for and explain relationships and patterns in number, and plot co-ordinates on regular and irregular shapes.
85. Scrutiny of past work reveals good evidence of many mathematical investigations which include the use of a programmable toy, work on the divisibility of numbers, historic timelines and the calculation and estimation of area. Pupils calculate the fractions of kilograms. They collect data on tallycharts and present their findings in tables, and line and block graphs. There is wide range of topics covered and the appropriate vocabulary is developing well. There is also evidence of the effective use of calculators when working with large numbers. Pupils have an accurate understanding of square numbers and successfully use their mathematical knowledge and understanding to construct story equations. Pupils' presentation of their recorded work is satisfactory and they give very clear, logical explanations of the conclusions they have drawn. They use their numeracy skills to good effect in other subjects of the curriculum, like science, geography and history, but not to the expected degree in design and technology. Work is marked regularly and with encouragement, but these written comments do not always show pupils how to improve their performance. The use of information and communication technology is developing very well.
86. The quality of teaching and learning throughout the school is good overall and occasionally very good and pupils achieve accordingly. All the mathematical teaching in the junior class is done by the headteacher. He has successfully adapted the National Numeracy Strategy to the needs of the pupils and goes to great lengths to ensure that the work set is suited to the needs of the three or more age groups in their classes – no easy task. Numeracy hours embrace all the elements of the framework and group activities are suitably planned and carried out. Very good use is made of the plenary sessions at the end of lessons to check on progress and reinforce what has been learned.

87. Teachers' planning also includes appropriate assessment opportunities so that the teachers have a good knowledge of what pupils know, can do and understand. The co-ordinator has a very good understanding of the role of monitoring and evaluating teaching and the coverage of the curriculum.

SCIENCE

88. Owing to the time constraints of the inspection, it was possible only to see one lesson in the infant class. Judgements in the infants are therefore based on the examination of teachers' planning, pupils' past work and work on display and discussions with staff.
89. By Year 2, pupils have a good grasp of the effect of forces on objects. They show well-developed reasoning skills, linked to good speaking and listening when investigating the motion of a toy vehicle down a ramp. Scrutiny of the work of pupils in Years 1 and 2 indicates that their knowledge of other areas of the curriculum, such as classification, the differences between plants and animals, changes in materials and simple electricity, is broadly average. However, opportunities to involve pupils in different forms of measurement using different units and recording, including information and communication technology, are underdeveloped and fail to stretch the more able pupils.
90. By Year 6, pupils make good progress in their knowledge of electricity and electrical circuits. They show good investigative skills when testing the brightness of bulbs in 'series' and 'parallel' circuits. Scrutiny of past work indicates that pupils have a good understanding of materials, as when investigating the differences in solubility of different substances in water. They have a sound knowledge of parts of the body and can investigate well the way exercise alters breathing and pulse rates.
91. Good and sometimes very good teaching ensures satisfactory progress in a majority of lessons for all pupils, including those with special educational needs and those with higher attainment. However, on occasions, during long lessons, objectives related to new activities are not always clearly explained to pupils, with the result that pupils are confused for short periods of time. In most lessons teachers use their good knowledge of the subject to demonstrate ideas and question pupils' understanding well. In one very good mixed Years 3 and 4 lesson about electrical conductors and insulators, the teacher used her very good subject knowledge to great effect when questioning pupils about their investigations. Pupils listened well and concentrated hard in order to offer well-thought-out suggestions which helped to take their learning forward. In a lesson for older pupils, the teacher used the plenary session to very good effect, making good use of the whiteboard and magnetic fobs to secure a demonstration circuit to which pupils added components during the lively discussion.
92. Pupils invariably enjoy their lessons very much and are eager to learn. They work well, often with very good and occasionally excellent attitudes and behaviour whilst contributing to discussion or investigating problems. The curriculum meets statutory requirements well, taking good account of recent national guidelines. It is appropriately planned on a two-year cycle to avoid unnecessary repetition for pupils in the same class in subsequent years. The subject co-ordinator is an enthusiastic teacher with a good knowledge of his subject. There is, however, insufficient monitoring of teaching and learning to ensure equality of provision throughout the school.

THE FOUNDATION SUBJECTS

93. Because of the small number of inspection days and the emphasis on inspecting the core subjects of English, mathematics, science, religious education and information and communication technology, it was only possible to see a relatively small number of lessons in the remaining foundation subjects. No lessons in art or music were seen, although much artwork was on display and pupils were heard singing and playing percussion in assembly. Physical education was observed in each class. Two lessons were seen in information and communication technology. One lesson each in history and geography was observed and three lessons in design and technology. While it is possible to comment on standards in the lessons and work seen, the small sample of work and lessons does not provide a secure evidence base on which to make judgements about overall standards. However, what is clear is that pupils could make better progress in many of these subjects if they were given more time.

ART

94. Attainment in art overall is below the national expectation. No art lessons were timetabled during the inspection. Judgements are based on scrutiny of past work, teachers' planning and discussion with the co-ordinator. By Year 2, pupils are using waterbased paint to create a range of different patterns and effects. They can use primary colours effectively when creating rectangular patterns in the style of Mondrian's work. However, pupils have insufficient experience and understanding of the use of different materials to create different textures and tones. They also have insufficient opportunities to explore practical projects in two and three dimensions. By Year 6, pupils use pencils with greater accuracy for drawing plants from direct observation. Drawings in pupils' sketchbooks indicate that they are beginning to draw other three-dimensional objects, such as cubes, with greater precision and a developing sense of perspective. Pupils make satisfactory use of rich colour tones when painting 'Starry Skies' in the swerving style of Van Gogh. They have also moulded and painted clay pots to a satisfactory finish. However, pupils make unsatisfactory progress overall in exploring and investigating different processes and materials. Resources for art have improved since the time of the last inspection and the scheme of work for the infant stage is a comprehensive and useful document. The scheme of work for the junior stage is not yet complete. Unfortunately, these recent efforts have not yet had the desired impact on standards.

DESIGN AND TECHNOLOGY

95. At the previous inspection, standards in design and technology were below average and these have now improved to be broadly average, although more could be done on modelling and evaluation before constructing a product. Infants linked their design and technology work with their science topic on materials and also with history when they designed and built a castle from recycled materials. They evaluated their work through discussion, and explained how they had used skills in measuring, joining and cutting. There is, however, very little written work from the infant class. Junior children have done some good work on research for designing and developing a product linked with their history work, for example Cleopatra's jewellery box. Drawings are labelled and materials listed but little use is made of measurement. Pupils write detailed accounts of their methods and follow this up with a written evaluation of the finished product. They also make books but the associated written work on this project is in far less detail. There is little written work on methods of joining and examination of past work shows a rather narrow range of topics. However, there is some excellent work on display, showing how pupils experimented with embroidery stitches before deciding on which to

use when making money containers and wall hangings. In the lessons seen, teaching was satisfactory overall, and one lesson in the junior class was good, when Year 3 pupils were able to display their previous learning about designing biscuits and about various cooking methods like rubbing in and creaming, showing also that they were aware of possible allergens like nuts. Some higher-attainers showed some knowledge of vegetarianism but were suspicious of the substitutes used, such as soya.

GEOGRAPHY

96. Attainment overall in geography is below average. Only one geography lesson as seen during the inspection, so judgements are based on scrutiny of past work, teachers' planning and discussion with the co-ordinator. By Year 2, pupils are attaining in line with the national expectation. They have a sound understanding of how a country, such as Jamaica, differs from their own, and can describe differences in climatic conditions and other characteristics between Kingston and Frosterley. They use pie charts effectively to represent amounts of sunshine and rainfall and are beginning to draw and interpret simple maps of the school and other places. By Year 6, pupils have developed their understanding of the differences in climate of different regions of the world and can identify these on weather maps. They have a sound knowledge of the importance of water and how it is recycled in nature. They can link this concept satisfactorily with their understanding of rivers and their importance to our water supply and impact on the landscape. In an information and communication technology lesson the teacher provided a good opportunity for pupils to use their writing on 'Rivers of the World' when creating suitable 'hyperlinks' between pictures and text. However, pupils make insufficient progress in their use of geographical skills, such as map reading, and make insufficient progress in their understanding of contrasting locations. Overall the progress made by pupils through the junior class is unsatisfactory. Resources such as maps and modern class texts for physical and social geography are inadequate. The school makes good use of its annual visit to the Middleton in Teesdale study centre to promote pupils' awareness of their locality, including some of its geographical features, such as the impact of lead mining. Insufficient monitoring of the teaching and learning has taken place to ensure consistent and adequate progress of pupils throughout the school.

HISTORY

97. One history lesson was seen in the infant class. Pupils have been studying the life of a famous person (Mary Seacole) and have been deciding what aspects of her life and work are the most important to be remembered by people today. Pupils have also visited the local church to study the war memorial, and this has given them an idea of different periods in the past beyond living memory. Previous work in pupils' books developed from a visit to St. Bede's World Museum, and examined aspects of life at the time of the Normans, such as techniques for building castles, and the events at the battle of Hastings. Pupils acquired a good range of historical language, such as 'motte' and 'bailey'.
98. Folders of work in history in the junior class show that pupils have studied the Ancient Greeks and Egyptians, and the Tudors, and that standards are broadly average. The work is not well presented, and the expectations are too low. For example, the work was confined almost entirely to domestic features such as costumes and food, with insufficient attention being paid to the ideas, beliefs and attitudes of these people. The quality of teaching in the lesson observed was very good. The previous inspection identified poor planning of history topic work. This matter has now been resolved

successfully, and pupils are no longer at risk of studying the same topic on two or three occasions in the course of their time at the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. Pupils' attainment in information and communication technology (ICT) in Year 2 is well above average, particularly in word processing. Younger pupils are also attaining these standards. Some pupils already know the location of the letter and number keys. They are familiar with paint and music notation programs, and are also confident users of interactive programs. For example, pupils in the Foundation Stage were observed confidently programming a robot using estimation and multiples of 10 and 100 in their calculations. Year 1 pupils are able to log on and log off, to save, retrieve and print their work, and they have good facility with the mouse and with the keyboard. Pupils are also familiar with information retrieval systems, particularly via CD-ROMs and the Internet. For example, useful information had been obtained by pupils from the Internet during the course of their study of Jamaica. About half the pupils say they have access to a computer at home, and these tend to be more confident. The quality of teaching is satisfactory and builds on and extends experience by requiring pupils at all times to explain in words what they are about to do, or what they have done.
100. By Year 6, pupils have good word-processing skills – most type in the text with some dexterity, showing good knowledge of the keyboard. They understand well how to use the mouse to move readily from one program to another, to highlight, and to identify a range of icons. All knew how to interrogate different files and save work, using folders for storage. Attainment for all pupils has been enhanced by their producing a working hyperlink for practical purposes. There was little evidence of computing on display or in pupils' books in the junior class, apart from word-processed writing compositions, and pupils were diffident about discussing their use of computers.
101. The quality of teaching in the lessons observed ranged from good to excellent, and is satisfactory over time. The lessons seen were well planned and provided very good challenge. In Year 6, the teacher showed very good knowledge and used it to prepare a clear instruction sheet for pupils to follow when creating a hyperlink for the picture texts produced on a river study. Pupils explained well what they were doing and the teacher gave appropriate praise and support to one or two pupils who were slower in following the prepared sheet.
102. The curriculum policy for ICT is currently being revised. During the inspection the overall impression was of some very good practice and learning, particularly in the infant class, with significant gaps in provision. For example, the high levels of attainment in the infant class in some aspects of ICT give confidence that pupils would be equally skilled in handling a greater range of ways of presenting information, such as in tables, charts and graphs. In the junior class, where there is a good range of work across the curriculum on display, there is a notable absence of ICT work. This suggests that this area of the curriculum is not yet fully embedded in the work of the key stage.
103. The school has made significant improvements since the last inspection in the provision of equipment, in setting up a bank of computers in a separate room so that groups of pupils can be taught discrete skills, in the way ICT is timetabled, and in establishing an Internet facility, including an email address and website. Teachers have received recent training of good quality and, taken together, these features are a good foundation for giving ICT a more central focus in the curriculum overall.

MUSIC

104. No lessons were observed in music but pupils were observed singing and a small group played in a mixed strings and percussion band during assemblies. A visiting music specialist accompanies singing at assemblies three times per week and also at a hymn practice. He provides tuition in recorders and keyboards in small groups, covering many strands of the music syllabus. Teachers in school provide opportunities for pupils to compose and perform their own works, sometimes using a computer program to aid their work. Pupils have opportunities to perform in public during assemblies, concerts and occasional church services. The subject does not yet make its full contribution to pupils' spiritual and cultural development.

PHYSICAL EDUCATION

105. In physical education, one lesson was observed in each class. In both lessons, the teaching was good and attainment was broadly average, with pupils achieving to a satisfactory level. In the infant class, pupils displayed their knowledge and understanding of different levels – high, medium and low – in a dance lesson. Most have good spatial awareness and respond well to commands to stop or change direction. Most balance well on one leg for a short time. They move well to a steady beat, adapting their facial expressions to 'floppy' or 'spiky' at need. They travel comfortably in a variety of ways, transferring their weight easily to feet, hands, back and stomach. The good planning ensured that pupils of all ages and abilities practised and extended their skills and incorporated creative expression. Junior pupils were rather unfit, with much puffing and panting when jogging around the playground. Most catch and throw with reasonable accuracy, using a chest pass and following through. The bounce passing in a circle was a rather low-level activity for Year 6, but good practice of hand/eye co-ordination. Pupils carry and move equipment competently and safely, and all understood the rules of the game. The good structure to this lesson allowed pupils to reinforce, practise and improve their ball skills. There were, however, no opportunities for pupils to evaluate their own and others' work. Although the co-ordinator has a good knowledge and understanding of the management role, there are not enough opportunities for observing and evaluating the quality of teaching and provision.

RELIGIOUS EDUCATION

106. Standards in religious education are below the recommendations of the Agreed Syllabus in Years 2 and 6, because there is insufficient attention paid to learning from religion as well as about it. As a result, religious education does not yet make its full contribution to the spiritual and cultural development of pupils. In the infant class, pupils have a sound knowledge of Buddhism, displaying this well in a discussion about belonging. Their written work shows some reflective writing on the life of Jesus and their illustrations reveal a basic understanding of reincarnation. There is also evidence of some knowledge and understanding of the lives of local saints like Cuthbert and Bede, and of the monastic life. Much work is oral at this level, or subsumed into lessons on personal and social education. There is very little evidence of celebrations and their function in religious communities. Junior pupils know that many people believe in God without seeing him and also that many do not believe. Some higher-attaining pupils understand the distinctions between British and Hindu extended families, and how love is manifested in various ways. Some of Year 6 remain sceptical that God exists although we cannot see him, as in the Hindu story of how salt dissolves in water and cannot be seen, but is still there. The quality of teaching in these lessons was satisfactory and provided satisfactory attempts to provoke thought. However, across both key stages and over time, teaching and learning is unsatisfactory overall and

pupils' achievement is low. Pupils in the junior class produce only a small volume of written work – brief pieces on events in the life of Jesus and the beginnings of work on Hinduism. There is very brief reflective writing on 'special' people, and pupils' own hopes and dreams, and some discussed were noted, like the one on 'promises.' Much work was incomplete and the marking was minimal, with very little evaluative and developmental comment.

107. Planning for religious education is good but not so far reflected in the sample of pupils' work. It is based on national guidance and the Durham Agreed Syllabus, adapted to the needs of the school, and with level descriptors supplied by the co-ordinator. This new scheme is still in draft and is only beginning to be implemented fully throughout the school. Staff have attended some in-service training, although not in the recent past, and the co-ordinators also attend the support group within the local cluster of schools. A particular problem for the school is how to provide specific learning objectives for each year group when the classes comprise whole key stages. The co-ordinator's file shows a careful evaluation of lessons. Planning for the junior class is carefully monitored and evaluative and developmental feedback is given in writing to the teachers involved. The co-ordinators are aware that much more work needs to be done in teaching the religious education syllabus.