

INSPECTION REPORT

**TRIMDON GRANGE INFANT AND
NURSERY SCHOOL**

Trimdon Grange, Durham

LEA area: Durham

Unique reference number: 114071

Headteacher: Miss C Worton

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 25 – 28 September 2000

Inspection number: 224251

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 Nursery
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Trimdon Grange Trimdon Station County Durham
Postcode:	TS29 6EY
Telephone number:	01429 880347
Fax number:	01429 880347
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. Shirley Simpson
Date of previous inspection:	May 7 th 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Anna Dawson 11608	Registered inspector	Mathematics, science, art and design; design and technology; music; religious education; equal opportunities.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; key issues for action; leadership and management.
Sylvia Bullerwell 12536	Lay Inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
Judith Clarke 25509	Team inspector	English; information and communication technology; geography; history; physical education; special educational needs; The Foundation Stage.	Teaching and learning; quality and range of opportunities for learning.

The inspection contractor was:

Chase Russell Limited
85 Shores Green Drive
Wincham
Northwich
Cheshire
CW9 6EJ

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than most other infant and nursery schools. It is a community school. Most pupils have experience of nursery or playgroup provision and enter the school in the year they become five. Attainment on entry is below average. There are 26 part-time pupils in the nursery and 53 in the main school; of these 32 are girls and 21 are boys. Thirty per cent of pupils are on the register for special educational needs including six pupils with statements of special educational needs. This is above the national average of 20 per cent. The nursery is resourced by an additional member of staff to support pupils with special educational needs. Here, two of the pupils have statements of special educational needs and two others are on the school register for special educational needs. The percentage of pupils who are eligible for free school meals is 17 per cent. This is broadly in line with the national average. All pupils are of White European origin and all speak English as their first language. There are no identified gifted or talented pupils. The characteristics of the school are similar to those previously reported in 1996 except that the number of pupils who have special educational needs has increased. This is a settled roll with very little pupil mobility.

HOW GOOD THE SCHOOL IS

This is an effective school. The school is very well led and there is a commitment by the staff to improve. The quality of the teaching is good. By the time they leave school pupils are attaining average standards overall in English, mathematics and science. In design and technology, pupils attain above average standards. Pupils with special educational needs achieve well and make good progress in their learning. The school provides satisfactory value for money.

What the school does well

- Pupils attain above average standards in design and technology.
- Pupils in the Foundation Stage make good progress.
- The school is very well led and managed. The new headteacher is giving strong direction to the work of the school and is supported very well by a hardworking staff.
- The quality of teaching is good overall. There is a rich curriculum. Teachers make learning interesting for the pupils so that they are keen to learn and enjoy school.
- The provision for pupils with special educational needs is very good in the Foundation Stage and good in the main school. These pupils make good progress.
- There are good relationships in the school and most pupils work and play together well.
- There is good investigative work in mathematics, science and design and technology.

What could be improved

- Standards in reading are below average by the time pupils are seven.
- The new governing body has not yet monitored the work of the school.
- There is insufficient rigour in the assessment of pupils' skills in science, art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education.
- There are many parents who do not support sufficiently their children's learning at home.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement particularly in leadership and teaching since the previous inspection in 1996. The school has addressed well the areas for improvement that were pointed out at the time of the last inspection. The procedures for planning and assessment of pupils' progress in English and mathematics are improved. Good improvement has been made in the development of schemes of work for all subjects. The school has provided more opportunities for pupils to write. The school development plan now has the appropriate detail required. A timetable has been set for staff to monitor and evaluate the work of the school. Additionally, the quality of the curriculum has improved. The school has successfully implemented the National Literacy and Numeracy Strategies. The partnership with parents and the community is improving.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	C	A	D	E
Mathematics	C	B	C	C
Science	B	B	C	C

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

The results of National Curriculum tests and assessments in 1999 for pupils shows that while pupils' attainment in writing and mathematics was average, in reading it was below average. In the teacher-assessed tasks in science, pupils' attainment was average. However the school has an above average percentage of pupils with special educational needs which adversely affects the overall attainment of the cohort of pupils taking the tests. The school has maintained broadly average to above average standards in mathematics and science over the last three years. However, standards in reading have fallen. In comparison with similar schools, pupils achieve average standards in mathematics and science but well below average in English, particularly reading. While pupils are attaining the expected level 2 in reading only eight per cent are achieving the higher level 3 in comparison to the national average of 29 per cent. This academic year, pupils attained similar results in the tests. Overall by the age of seven, pupils are attaining average standards in English, but their attainment in reading is below average. In mathematics and science, pupils attain average standards. In other subjects pupils attain above average standards in design and technology. In art and design, geography, history, information and communication technology, music and physical education, standards are average. In religious education, pupils meet the expectations of the locally agreed syllabus. Most pupils in the Foundation Stage make good progress in all areas of learning and are on course to meet the nationally expected Early Learning Goals by the end of the reception year. Pupils with special educational needs make good progress towards their set targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are keen to learn and enjoy their work.
Behaviour, in and out of classrooms	Most pupils behave well in and around school. The majority listen attentively and concentrate well in lessons. However, there is a small minority of older pupils who do not consistently behave well. They do not listen and often talk during initial teaching sessions.
Personal development and relationships	Relationships between pupils and adults are good overall. There is good provision for pupils' personal development.
Attendance	Attendance is satisfactory for most pupils. However, there is a very small minority of pupils who are consistently late.

The positive behaviour programme supports effectively the good behaviour of the pupils and relationships within the school. The school makes good provision for pupils' personal development and encourages them to be independent in their work and have respect for themselves and others. The attendance is average. The school has good procedures for encouraging pupils to achieve good attendance but there is consistent lateness among a very small minority, which hinders progress.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years
Good	Good	Good

The quality of teaching is good and a strength of the school. It is excellent in 4 per cent of lessons. In 25 per cent of lessons it is very good. In 50 per cent it is good and in a further 21 per cent it is satisfactory. There was no unsatisfactory teaching. The best teaching is in the nursery and the Year R/1 class. Teachers have good management skills overall but in the Year 1/2 class the pace of learning slows, as there is a minority of pupils who continually talk during teaching. The basic skills are generally taught satisfactorily. In subjects, the teaching of design and technology is particularly good. Teaching is particularly successful where links have been made with other subjects and where teachers have used teaching methods from the national strategies. The pupils enjoy investigative work in subjects such as science, design and technology and geography. The teachers have good subject knowledge and plan their lessons well. Daily assessment is used well to inform future plans. However, the marking of pupils' work does not tell pupils how to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for children in the Foundation Stage is well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is enriched by the visits to the local environment and the contributions that visitors to school.
Provision for pupils with special educational needs	Good. There is good overall provision for pupils with special educational needs. In the nursery there is very good support and learning difficulties are identified early. The pupils are supported well in classes and make good progress. However, a few individual plans lack detail.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development and academic performance. The school makes good provision for their spiritual, moral and social development and satisfactory provision for their cultural development. The pupils have a good understanding of their own culture but know less about non-western traditions.
How well the school cares for its pupils	The school takes good care of the pupils and they are taught in a happy and secure working environment. There are good procedures for promoting good behaviour and independent learning. Good procedures for assessment have recently been put in place but their impact is not yet evident. There are satisfactory procedures for monitoring pupils' attendance.

The school has a good partnership with parents. Parents are welcomed into school and the school has an open door policy for responding quickly to their needs. Most parents are appreciative of the work of the school, particularly the individual care given to their children. However, there are many parents who are not involved in the work of the school or in helping their children learn at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. Very good progress has been made by the new headteacher. Staff are working together well to improve standards.
How well the governors fulfil their responsibilities	The governors are supportive of the school and fulfil their statutory duties. They manage the budget efficiently but have not begun to monitor effectively the curriculum and progress of the school.
The school's evaluation of its performance	The school now has good procedures for monitoring teaching and learning. The headteacher and the staff are evaluating teaching effectively to improve the quality of education provided.
The strategic use of resources	The accommodation is good overall. There are good resources to support the curriculum. The school makes good use of these to help children learn. However, there are insufficient large building apparatus and interesting books for pupils to read in The Year R/1 class.

There is very good leadership of the school. The school has successfully identified its strengths and weaknesses and staff are working effectively together to raise standards. There is good management of pupils with special educational needs in the main school and good management for the pupils in the nursery and the pupils make good progress. There is good management of pupils in the Foundation Stage. The governors take good care to ensure the school gets the best value in relation to its expenditure. Pupils enter school with attainment that is below average and leave with standards that are average.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel the school is well led and managed. • The quality of teaching is good. • They appreciate that the school expects their children to work hard and their children make good progress. • Their children enjoy school and are well behaved. • Parents feel comfortable approaching the school. 	<ul style="list-style-type: none"> • A few parents would like more extra-curricular activities for their children. • A few would like more involvement with the school. • A few would like to know more about their children's progress.

The inspectors agree with the positive views that parents have of the school. The range of extra-curricular activities, including visits to the local area is good. The school provides satisfactory information to parents about their children's progress. Parents are encouraged to become more involved in the life of the school and their children's learning. The school is working towards giving parents a better understanding of how to help their children's learning at home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The majority of pupils are currently reaching average standards in all subjects except design and technology where pupils attain above average standards. However, standards in reading are below average. In religious education they attain the standards expected of the Agreed Syllabus for pupils at the age of seven. Pupils with special educational needs make good progress because of the effective support they receive. Pupils in the Foundation Stage make the best progress in response to good teaching. Pupils' progress deteriorates in Year 2, where some pupils do not consistently behave appropriately, often talking while teaching is in progress which results in a slower pace of work as staff are constantly reminding pupils to listen and concentrate on their work.
2. For pupils aged seven, the results of National Curriculum tests in 1999 for pupils gaining the expected level 2 show that attainment in speaking, listening and reading was average and in writing and mathematics it was very high. In the teacher-assessed tasks in science, pupils' attainment was very high. Almost all pupils gain the expected levels in English, mathematics and science. However, only a very few, consisting of eight per cent gained the higher level 3 in reading and mathematics. No pupils gained this level in writing or science. Nationally, 29 per cent gained level 3 in reading, eight per cent in writing and 21 per cent in mathematics. In comparison to similar schools, pupils' attainment was well below average in reading and average in writing and mathematics. However, there are only a few higher attaining pupils.
3. In the academic year 1999-2000, the school has targeted writing for development and small-group teaching allows staff to help those who need it most. This strategy is effectively helping to raise standards. Current standards are similar to those in 1999 with two pupils gaining the higher level 3 in reading and mathematics. Attainment at the age of seven fluctuates from year to year because of the differing abilities of the cohorts of pupils in each year group. The results should be treated with caution because there are small numbers of pupils taking the tests.
4. Trends over the last three years from 1996 to 1999 indicate that the school is sustaining its broadly average to above average standards in writing and mathematics but that standards in reading have dropped. During the last year, the focus for the school has been improving pupils' writing. Pupils' attainment in reading has not kept pace with the national trend for the number of pupils attaining the higher level. Many pupils have little support at home with reading. This slows their progress throughout school. However, the number of pupils with special educational needs has risen from 16 to 20 per cent during this period. This has had an adverse affect on the overall attainment of the pupils taking the tests. The school has improved its curricular provision and the quality of teaching from the last inspection. There is now a clear focus on meeting individual needs and setting individual targets for improvement. These recent initiatives have been planned since the appointment of the new headteacher and the impact of them has not yet been realised. There are challenging targets set for the future to raise attainment, particularly in reading. The school has just analysed assessment data on pupils' progress and is using it to target groups of pupils needing extra help.
5. In English overall, pupils attain average standards and achieve satisfactorily overall apart from reading where achievement is unsatisfactory and standards are below average. Most pupils listen appropriately and are confident when taking part in discussions. Many read accurately and discuss their favourite authors and preferences in reading with understanding, but a minority find reading difficult and do not enjoy reading. A few take home library books or belong to a library and many do not get help with reading at home. Most like writing and punctuation is generally accurate. The school has developed satisfactorily the teaching of basic skills and the use of English throughout the curriculum, which is helping to raise standards. The

poor quality of some reading books is a disincentive to reading as pupils find them uninteresting. This is an issue currently being addressed by the school.

6. In mathematics, pupils attain average standards and achieve satisfactorily by the end of the key stage. By the age of seven, pupils have acquired effective strategies for mental arithmetic as they work with numbers to 100. They count in multiples of two, five and ten to one hundred. The pupils are developing an appropriate understanding of place value. Most know the names and properties of two and three-dimensional shapes.
7. In science, pupils attain average standards and achieve satisfactorily by the end of the key stage. By the age of seven, pupils investigate the properties of materials and magnetism well because the teaching motivates the pupils to investigate and find their own solutions to problems. Good use is made of the school grounds and the surrounding area as a resource for environmental science.
8. In information technology, pupils are reaching average standards and learn satisfactorily over the key stage. The additional resources since the last inspection are helping pupils to achieve the standards expected nationally by the age of seven. The younger pupils control the mouse well and drag and drop items from a menu to complete a program. By the end of the key stage, the pupils make good use of a digital camera to take pictures of their local environment and store them on the computer. They access them on their personal file and write suitable captions about to further their study of the local geography. Information technology is used well to support other curriculum subjects.
9. In religious education, pupils' attainment at the age of seven is in line with the expectation of the locally agreed syllabus and pupils learn about some major world faiths such as Christianity, Judaism and Buddhism. Visits to the local churches and a variety of visitors into school, enrich the curriculum and help to raise standards.
10. In other subjects, by the age of seven, pupils achieve well to attain above average standards in design and technology. In art and design, geography, history, music, and physical education they achieve satisfactorily and attain average standards. Pupils' enjoyment of investigative work are particular strengths in science, art and design, design and technology and geography.
11. Subjects such as geography and history are successfully linked together in topic work. Where pupils have the opportunity to apply their knowledge and understanding in a range of subjects, it has a positive impact on standards. For example, in geography, pupils have a good understanding of the main features of the local area. In history they study the history of local mining and understand how settlements grew and how the industry had an effect on the local environment and people's ways of life. They effectively link the two and use this knowledge and understanding of one to help them learn in another. Pupils' work is satisfactory in information and communication technology across the curriculum in subjects such as art and design, science, mathematics and English. In physical education, there is a well-developed scheme of work to challenge pupils to achieve well in all areas of the subject. Pupils work well individually and in pairs, to develop their sequences of movement. In music, pupils enjoy singing and enjoy identifying and continuing a variety of rhythmic patterns. Participation in festivals and musical celebrations contribute positively to pupils' attainment.
12. From the previous report standards remain similar in all subjects, but the numbers of pupils with special educational needs has increased.
13. Pupils throughout the Foundation Stage and Year R/1 make good progress and achieve well in response to the good teaching they receive. The pupils do well to attain average standards by the end of the reception year in personal social and emotional development,

communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

14. Pupils with special educational needs are identified early and make good progress throughout the Foundation stage and Key Stage 1 in their learning. The school successfully helps and guides these pupils in their work and, taking into account their levels of prior attainment, they achieve well. Those pupils with statements of their educational needs have a fully inclusive education and respond successfully to good provision and support. However a few individual education plans lack detail. There is no significant difference between the attainment of girls and boys.

Pupils' attitudes, values and personal development

15. Pupils' attitudes, values and personal development are good and a strength of the school. They make a significant contribution to the school's learning environment. Good attitudes to learning in lessons are mainly due to the good teaching and the good relationships that exist between pupils and staff. This is a similar position to the findings of the previous inspection, except that the behaviour and attendance were both previously reported as good.
16. Pupils want to learn and are enthusiastic about all aspects of school life. Parents agree their children enjoy school. They enjoy coming to school and show a good level of interest and concentration in their lessons. They particularly enjoy investigative work. However, interest in reading wanes as pupils get older, partly because they find the reading books dull and partly because many receive little support at home. The majority of pupils arrive at school on time and settle quickly during registration. When pupils are clear about what is expected of them in lessons they respond to teacher's good management skills and listen attentively. The attitudes of pupils with special educational needs are good in lessons and also when they receive specialist support. They respond well to the support and assistance they are given.
17. Overall, pupils' behaviour is satisfactory. Pupils show good response to the well established school routines, such as in the dining room when pupils of all ages act sensibly when choosing and collecting their lunch. Pupils' behaviour in the playground is good. They share equipment and play well together. Behaviour in lessons is inconsistent. Pupils in the Foundation Stage and Year 1 behave well, sharing equipment and working together. However, in the Year 1 and Year 2 class, pupils do not always give their full attention to the teacher and often talk during the teaching. When pupil relationships and behaviour decline this slows the pace of their learning. Inappropriate behaviour is not always challenged which allows it to continue. There is no bullying or oppressive behaviour. There have been no exclusions since the last inspection.
18. Pupils' personal development and relationships throughout the school are good. There is a good level of mutual trust between staff and pupils. Relationships between pupils are also good. Respect for the feelings of others are promoted during assembly and religious education lessons. Pupils show respect for the property of others and the school environment. Pupils are encouraged to be independent and they take pride in the achievement of others. This was evident when the whole school applauded the pupil who was awarded 'Citizen of the Week'.
19. Pupils of all ages are given responsibility for simple duties such as monitors. They fulfil these sensibly and well. For example, pupils return registers to the office, look after class pets and help to run the bookshop. The youngest children in school are given responsibility to tidy away their resources at the end of each session. In the YearR/1 class pupils have a buddy system, for example, when pupils of different ages are paired together, for reading and physical education lessons. The responsibility that the older pupils show when helping the younger ones to dress after physical education lessons, increases the older pupils' self-esteem and sets a good example to others.

20. Circle time, when pupils sit in a circle and talk with their teacher, is well planned and used daily to teach pupils about personal and social education. It allows them to reflect on the impact of their actions on others. For example, a group of Year 1 and Year 2 pupils are learning about working together and the importance of supporting each other. This encourages good relationships and cooperation between pupils and has a positive impact on their personal and social development.
21. Attendance is satisfactory and is broadly in line with the national average. Pupils in nursery and infant schools rely on parents for their punctuality and attendance. Most parents are aware of the importance of regular attendance to support continuous learning and the need to inform the school if absence is unavoidable. There is a minority of pupils who are consistently late, missing the beginning of the first lesson (often in English or mathematics) when important introductions to learning take place. This adversely affects their attainment and progress and interrupts the teaching of other pupils. Unauthorised absence is above the national average at 0.6 per cent. A few parents do inform the school of the reason for absence. Authorised absence is mainly due to medical reasons and parents taking holidays in term time. The Education Welfare Officer effectively supports the school when necessary. Registration procedures and the recording of absence and punctuality are not always followed correctly when pupils arrive late.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good overall. In 50 per cent of lessons observed the quality of teaching was good and in a further 25 per cent is very good. There was one excellent lesson observed which represents four per cent. In 21 per cent of lessons teaching was satisfactory. There were no unsatisfactory lessons observed. Throughout the school, the overall quality of teaching is good with the better teaching seen in the Year R/1 class and in the nursery. At the end of the key stage teaching is satisfactory overall in literacy and numeracy. In lessons judged satisfactory there is nevertheless, some lack of pace and challenge in these lessons. This lack of pace means that the pupils in Year 2 make satisfactory progress overall in English and mathematics. Planning is secure in Year 2, but the pace of the learning for the pupils does not move their learning on rapidly and they spend too long in consolidating their learning. In some lessons the slow pace of learning means that the pupils do not always remain focused on their tasks and their behaviour deteriorates.
23. In the previous inspection there were no unsatisfactory lessons observed with teaching judged to be at least satisfactory. Shortcomings in teaching during the previous inspection were due mainly to the lack of assessment opportunities especially in English, mathematics and science. The quality of teaching in the school has improved and the teachers have worked very hard since the previous inspection to resolve procedures for assessment in English, mathematics and science. They are a committed, staff team who work effectively together. Teaching is good overall throughout the different subject areas.
24. The teaching of literacy and numeracy is taught well in English and mathematics lessons and also supports learning well in other curriculum areas. For example, in geography, the pupils have written a comparison of the village life in Trimdon Grange and of Katie Morag, on Struan in Scotland.
25. The pupils with statements of their special educational needs and those on the special educational needs register are well supported in both the nursery and school by good teaching. These pupils learn well. The teachers plan very carefully to the Early Learning Goals or the National Curriculum. The pupils with special educational needs generally are well planned for, their lessons are challenging, and with high levels of specific reinforcement, they achieve well. They are well supported in the class both by the teachers and support assistants. The pupils who have difficulties in literacy and numeracy have specific support in this area of

their work both in the classroom and in support groups. Teachers' planning takes into account the needs of the pupils who have special educational needs by ensuring that their work matches their abilities. This promotes good progress. However, there are a very few plans that lack the detail that might be expected.

26. The teaching of the children in the Foundation Stage is good. The teachers and support assistants are committed, skilful and try hard to extend and develop the knowledge and understanding of the children. Planning takes into good account the Early Learning Goals and the yearly planning is successfully and skilfully used to plan daily. The needs of the children are carefully planned for and learning through play is a key feature of their work. Staff work hard to develop a wide range of learning opportunities, which help to promote good learning at a good pace.
27. Teachers have good knowledge and understanding. They use the correct technical terms and appropriate subject based specific language to develop pupils' knowledge and understanding of each subject. This was particularly evident in English, mathematics and science, where technical language is used accurately. For example, in a very good Year 1 science lesson the pupils working with magnets used the term 'attracts'. They understood that this is the term used to show that a magnet draws metallic objects towards it. In literacy lessons the pupils learn the terms 'contents', 'page' and 'index'. The teachers have a clearly focused understanding that they need to develop the pupils' technical language at a good pace through carefully structured work.
28. Teachers' planning is good. They plan together carefully. This makes good use of the expertise of the teachers involved and ensures an equality of provision and a careful building up of skills, knowledge and understanding for the pupils. In literacy and numeracy the teachers plan very closely to the structured frameworks and this is a strength of their work. The teachers in the nursery and reception class plan their work well to cover the Areas of Learning for the children in the Foundation Stage. The teacher in the Year R/1 class ensures that all the pupils have appropriate work planned for them. Teachers prepare their lessons well and at the beginning of lessons they generally share the learning objectives with the pupils. In these lessons the pupils are very clear about what it is they are learning and they are fully involved in the tasks set. The pace of learning is generally ensured by carefully planned and structured work. Planning clearly indicates what has gone before and builds upon previous learning well.
29. Teachers' expectations of the pupils and their work overall are satisfactory. Teachers questioning skills are appropriate and work is matched to the pupils' individual needs. In a music lesson for the R/1 class, the head teacher had very high expectations of pupils' behaviour and work. All the pupils joined in the activities with the maximum of effort and concentration. As a result all the pupils achieved very well, identifying key sounds. The results of this part of the session were pleasing to all concerned and the pupils continued with their learning singing and playing instruments very well. In all classes pupils are encouraged to work independently. The pupils collaborate very well in groups and listen carefully to the input of others in the class. They are keen to hear what other members of the class have been doing and listen carefully to each other's reports. They applauded each other's achievements. The pupils and staff have a good relationship with one another and this adds significantly to the quality of the work that the pupils produce and the way in which they learn. Pupils' work is generally well presented in language and numeracy lessons.
30. Teachers organise their lessons well and so promote the use of techniques and groupings that enable the pupils to learn well and at a good pace. Staff use the format of the literacy and numeracy lessons effectively to support teaching in other curriculum areas. At the end of lessons the pupils generally evaluate their learning and consider how they might improve their work. This was seen in a design and technology lesson where the pupils carefully evaluated each other's work and decided how their work could be improved. They gave each other good

ideas and suggestions for improvement. Teachers are successful in the way they reinforce pupils' learning by linking different subject areas together. In Key Stage 1, the teachers organise the pupils into single year groups for mathematics and English with the headteacher taking a year group. This ensures that the pupils have carefully focused work and are taught their Literacy and Numeracy in small class groups. This restructuring enables the pupils in these classes to learn well.

31. The management of the pupils throughout the school is generally good. The pupils work in a busy and interested manner. The management of pupils is being consistently developed throughout the school with the good behaviour being a reflection of the good relationships within the school. Pupils who find it difficult to behave well are sustained in a patient consistent and supportive manner. However, there is some inconsistency in the management of the Year 1/2 class which allows some inappropriate behaviour to continue. Class teachers work hard to engage, challenge and intrigue the pupils in their work and this enables most of the pupils to learn well.
32. Lessons are well organised. Time and resources are used effectively to keep all the pupils on task. Lessons move along at an appropriate pace, but there is time for the pupils to consolidate their work and think about the tasks the teachers have set. Occasionally lessons are overlong. In these lessons the quick effective pace drops. Resources are used well to support learning in the classrooms. The teachers prepare good quality worksheets and they are used well in class. The experienced learning-support staff are deployed very well by the teachers and carefully support and enhance the learning in the classrooms. The class teachers see them as a very valuable resource as they extend pupils learning well within the context of the lesson.
33. The teachers monitor the pupils' work well in the class giving support and advice, as needed. The teachers assess their lessons and use this information to inform their future work. The teachers mark the pupils in a supportive manner but there is little indication for the pupils of what they have done well and what they need to improve. Assessment using questioning the pupils is used well to gain insights into the pupils' levels of understanding and to develop their speaking skills. Overall, homework is provided satisfactorily overall, with pupils reading and learning spellings at home. However many parents do not help the pupils with their work at home. In these cases the pupils do not have opportunities to develop their skills at home nor do they have a chance to share their learning with their parents or carers.
34. Pupils throughout the school are keen and interested in their lessons. They are eager learners who enjoy coming to school and are stimulated by the exciting and interesting lessons provided by the teachers. The pupils are motivated by the good relationships they have with the class teachers and pupils and they work hard during lessons. Generally throughout the school the pupils try hard. This is particularly so for the children in the Foundation Stage and Year 1. Year 2 pupils are not always focused on their learning. In some of the Year 2 lessons the pupils are not always eager to learn and they occasionally talk over the teacher. Here the pace of their lesson falls. Pupils enjoy all lessons and they report that they have particular favourites. They know that the staff give them good support and encouragement in lessons they find particularly hard. The pupils demonstrate good levels of independence in their work and concentrate well on the tasks set for them. This is evident at all levels of achievement in all subject areas.

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

35. The school provides a good range of curricular activities that meet the needs of pupils, including pupils with special educational needs. The curriculum takes due regard of the children in the Foundations Stage and pupils in Key Stage 1. The statutory requirements to teach the subjects of the National Curriculum and religious education are met. Suitable time is

devoted to the teaching of literacy and numeracy and the school has made a satisfactory start teaching these two new initiatives. At present the teachers have not received all their training for the implementation of the National Numeracy Strategy. The school is successful in maintaining the pupils' experiences in all areas of the curriculum. The pupils have the opportunity each day to talk about their feelings, concerns, pleasures and the needs of others. There is provision for personal, social and health education alongside drug awareness and sex education. The school has striven to ensure that the curriculum is exciting, relevant and interesting for the pupils throughout the school.

36. Curricular planning is good, based upon the new curriculum requirements for the children, national guidance and the locally Agreed Syllabus. This is a good improvement from the time of the previous inspection where a key issue for the school was to ensure that there were guidance materials and schemes of work to support curriculum planning. Comprehensive yearly plans are now in place with the termly planning providing curriculum guidance from which the teachers construct their daily planning. A strength of the school's planning is that the teachers plan together and ensure that each year group's work carefully builds upon the work of the previous years. Daily planning is thorough and has very clear learning intentions. Planning at this level includes specific activities for different groups of pupils, where this is appropriate. At the end of each lesson there is an in-built evaluation which is used to guide the curricular planning for the next day. Investigative work is planned well and a strength in science, design and technology and geography.
37. The provision for the pupils with special educational needs is good. In the nursery this provision is very good, as there are two places identified for children with special needs and a support assistant specially designated for these children. The children in the nursery with statements of their need are given very good support within a small group environment and make good progress towards the targets set for them. All the staff in the nursery provide a stimulating and safe environment for these children to learn. There is a policy for special educational needs. Pupils who are on the special educational needs register have their needs met through their individual education plans which focus on aspects of literacy, numeracy and personal and social development. At present a few of the plans lack detail. The individual education plans are at present compiled by the class teachers. All pupils with special educational needs receive the full National Curriculum offered by the school. They are fully included in all the activities organised by the school, which supports their social and moral development well. The school has placed a strong emphasis on providing classroom support staff in as many lessons as it is able and this is a strength of the school's overall provision. They provide skilled support to all the pupils in the classes, but have a particularly positive impact upon the pupils with special educational needs. The staff are all female and regular support from a male member of the community in the Reception class enables the children to have extra targeted support and is a particular benefit for the children in the class enabling them to work with a man, who is a very good role model.
38. Visits promoted by the school have a positive impact upon the good personal and social development of the pupils. There are many planned opportunities within the curriculum for the pupils to learn about their own locality and also that of the wider community. Pupils take part in the Annual Trimdon Grange Show and have joined in the local celebrations to mark the Millennium by making a banner for Durham Cathedral. There are good links with a local factory and the pupils have worked with a local artist to produce two large pieces of work celebrating both the locality and the factory. The whole school has had the opportunity to visit a local theatre and this enables the pupils to have an experience of a live theatre performance. The local education authority's music service provides occasions for the pupils to learn about a range of music and attends school to give live presentations. The pupils visit local museums, harbours and farms, all enhancing and enriching the pupils' curriculum. They attend a number of church services to celebrate Christmas, Easter and Harvest and this contributes well to pupils' spiritual and social development. The school has constructive links with partner institutions, which ensures the pupils have a smooth transition to their next school. Two

pupils from the local junior school come to the school each week and work with the pupils. They talk about the junior school and so help to remove any anxieties the pupils may have.

39. The provision made by the school for the pupils' spiritual, moral, social development is good and it is satisfactory for their cultural development. This is a similar position to that at the time of the previous inspection. In the previous inspection the pupils knew about their own locality and culture but their knowledge of other cultures was limited. This is still the case.
40. The school promotes spiritual development well through religious education and collective worship. Collective worship is planned carefully and reflects the ethos of the school. Themes and strands are carefully planned enabling a wide range of issues, values and ideas to be included. Acts of collective worship are reflective times. Pupils learn that they are all highly valued individuals. Music is used to support the calm atmosphere promoted during assemblies, with the pupils sometimes providing and making their own music. The pupils listen carefully to the stories and join in enthusiastically with the singing of religious hymns and songs. Birthdays and other special achievements are celebrated by all. In religious education lessons the pupils learn about and visit places of worship to find out about Christian traditions and rituals. The reception class took one of their favourite dolls to the church for a mock christening ceremony. The local canon, explaining the traditions and stories behind the christening service performing this important rite. The wonder of nature is experienced first hand as the pupils watch chickens and goslings hatch out from eggs they have incubated. They grow a variety of seeds and watch the wide range of mini-beasts they find in the school grounds. Pupils realise that it is good to talk about their likes and dislikes and are able to express their ideas well.
41. The school's provision for the pupils' moral development is good. There are clear expectations of high standards of behaviour and acceptable conduct, with the school rules clearly promoted throughout the school. Posters remind the pupils to be on their best behaviour and ask the question 'Are you on your best behaviour?'. The school rules are consistently promoted throughout the school, even for the youngest children in the nursery classes. Pupils are clear about the principles which distinguish right and wrong and certificates for pupils who behave in an exemplary manner do much to encourage and promote the best kind of behaviour. Moral issues of right and wrong are discussed in assemblies and in class. The pupils are given the opportunity to develop a sense of belonging not only in the school but also in the local community. Pupils take responsibility for their equipment during and at the end of lessons. When they play games they take turns fairly, and co-operate with others in the group.
42. Social responsibility is developed well by the pupils' involvement in all aspects of the life of the school and the community. They organise and support activities for a number of charities and in particular aid and support children in parts of the world where children have a troubled life, for example, in Kosovo and Mozambique. At Christmas the pupils collect shoeboxes filled with presents for the special 'Shoe Box Appeal'. The school supports the local community well taking an active part in the local village show. In school there is a citizen of the week chosen because of their contributions to the school community, for example, because they tidy away equipment, or enjoy their playtimes with their friends. At lunchtimes the pupils welcome a pleasant friendly time when they sit and chatter to their friends over their lunch, in what is an enjoyable and harmonious time. In classrooms pupils are given the opportunity to work in small groups to support and help each other with their work, so that the pupils develop good social skills.
43. The cultural provision for the pupils is satisfactory. Pupils are taught to appreciate their own cultural traditions when they learn about the old village of Trimdon Grange and the important traditions of coal mining industry that are strong within the area. They look at the artefacts from the coal mining industry from the past and learn about the tragedy caused by the explosion in the local pit. The pupils' appreciation of western culture is promoted well

through literacy sessions, art, music, geography and history but there are comparatively fewer links with cultures that are farther afield and belong to very different cultures and traditions. In religious education lessons the pupils learn about the Jewish faith and about the life and teachings of the Buddha. Chinese New Year is celebrated with a dragon dance and the pupils make Diya pots to celebrate Diwali. These experiences give the pupils opportunities to think of other peoples and their traditions and beliefs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides a good level of care for all its pupils. They thrive within a safe and happy community. Class teachers are responsible for the day-to-day care of pupils and know them very well. The personal support and guidance that staff give pupils contributes to the standards they attain. Pupils are confident that when they are hurt or upset they have someone to turn to. Supervision at lunchtimes is good.
45. Pupils with statements of their special educational need are helped to achieve the objectives of their individual education plans. This is achieved through the support and assistance in class given by the learning support assistants, visiting specialist teachers and class teachers. The support teachers from the local education authority monitor the pupils' work and hold meetings with the learning support staff and the teachers. In this way the pupils' work is generally carefully monitored. However, a few individual plans lack detail about pupils' work. There is good liaison with advice from support services and regular contact is maintained.
46. The school has effective procedures for ensuring pupils safety. Visitors always sign into school and wear badges to identify themselves. Pupils play and work in a safe and secure environment. The school has a designated person with responsibility for Health and Safety procedures. At present there is no governor linked to the area of Health and Safety to monitor issues or check risk assessment. Two members of staff are qualified in first aid and all accidents are recorded. There is a designated person for child protection issues and all procedures are followed.
47. The school has very good procedures for promoting good behaviour and for deterring and dealing with bullying if it should occur. Staff have clear and consistent expectations of good behaviour and rewards of stickers help to motivate pupils to always do their best. The school has recently introduced certificate awards for pupils. These are a visual reminder of their achievement that they can keep and share with parents. They make a positive contribution to raising pupils self-esteem and confidence. The school monitors attendance and discourages parents from taking holidays during term time, as this interrupts pupils learning and the progress they make.
48. Staff have good procedures for monitoring and supporting pupils' academic performance and personal development. Pupil files contain all personal information, along with copies of annual reports given to parents and a sample of pupil's work from their time in school. These procedures are being improved upon with the introduction of targets each term that will identify areas for improvement for individual pupils. Personal, social and health education is taught during circle time, when teacher and pupils sit together in a circle for discussions. This gives good opportunity for personal development to be monitored and supported.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school has good links with parents. Parents have positive views of the school. The small minority of parents who returned parental questionnaires, agree that their children like school, make good progress, behaviour is good, the quality of teaching is good and pupils are expected to work hard. Inspection findings confirm parents' positive views of the school. A very small number of parents would like more information about their children's progress.

They would like to work more closely with the school and want more extra-curricular activities for their children.

50. The new headteacher is working hard to develop a closer liaison with parents. She appreciates the need to keep parents informed and has already provided a notice board for parental information in the school entrance. The introduction of progress targets that will be agreed between parent, pupil and teacher, each term, will also contain practical information to aid parents in helping their child reach individual targets. The range of extra curricular activities that the school provides including visits to the local area is good for a school of this type.
51. The school provides satisfactory information, including a newsletter each half term, which keeps parents informed about what is currently happening in school. The school brochure and governors annual report to parents meet statutory requirements. They contain a range of information to help parents understand how the school operates and its rules. The new brochure for Early Years is very good. It is well written and has clear information on how pupils are taught and learn in all areas of the curriculum. Department for education leaflets about numeracy and reading have been sent to all parents. Parents receive an annual written report about pupil progress. They have the opportunity to discuss these with teachers. Reports on pupil progress are satisfactory. For English, mathematics and science the reports outline pupils' strengths in what they know and can do. However, targets in literacy and numeracy are not always specific enough to help pupils with the next step in their learning. In all other subjects general information is given about pupils' progress. However, parents do not have sufficient information on how to best help their child with homework.
52. Parents of pupils with statements of special educational needs are fully informed about their child's progress in review meetings with the school. In this way school and home can work closely together. However, regarding the pupils on the school's register of special educational needs their individual education plans are not shared with the pupils or parents nor signed by them. This impedes the knowledge and understanding the parents have of the additional support their child is receiving at school
53. Parents' overall involvement with the school makes a satisfactory contribution to the work of the school. The majority of parents feel well informed and happy to approach the school with any concerns. There is no formal parents' and teachers' association but a small committed group of parents organise events with the school to raise money to buy resources for the pupils' benefit. For example, the next fundraising event will be targeting the purchase of large gym equipment to improve the facilities for physical education.
54. A small group of parents and friends are actively involved in helping at school and give good support. They help on visits, organise the library, give talks to classes about experiences which are related to topics that the pupils are studying and raise funds to buy resources. This involvement makes a positive contribution to children's learning. However, there are many other parents who are insufficiently involved in their children's learning. Many pupils do not get regular help reading and with other homework. Only a small number of parents have signed the home/school agreement. This is a commitment by parent, pupil and school to work in partnership with the school to raise the achievement of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. There is very effective leadership and management of the school. Since the appointment of the new headteacher this term, new targets have been set for improvement and there is a commitment to raising standards in English, mathematics and science. The headteacher provides strong leadership, taking the leading part in ensuring clear educational direction. She is supported effectively by a staff who are working hard together to raise standards.

56. The school is very aware of issues of educational inclusion and the need to provide equality of access and opportunity. The pastoral aims of the school are reflected in the high priority the school has of building pupils' self esteem. However, there is little commitment in the aims of the school of striving for academic success. The small number of parents who responded to the questionnaire and attended the meeting for parents, feel that the school is well led.
57. Many of the governors, including the chairperson, have just been appointed. Although they are very supportive of the school, and have a general overview of school developments, they have not begun to monitor effectively the curriculum and the overall progress of the school. The development plan is now set by the headteacher and the staff in a draft form ready for discussion with the governors. This is as an effective tool by which the governors are able to monitor the progress of the school through their various committees. The main strengths and weaknesses of the school have been identified and challenging targets for improvement. The draft school development plan is effectively based on raising standards. Priorities are set and carefully costed for the present year and projections and outline plans are set for the next five years. Governors, with the help of the Local Education Authority monitor expenditure of the school budget appropriately and best value for money is sought before committing to expenditure when new initiatives are prioritised for spending. The day-to-day administration within the school is very good. Statutory requirements are met.
58. The school fully complies with the current Code of Practice on the identification and assessment of pupils with special educational needs. The special educational needs co-ordinator is the headteacher who is new to the school. She has not as yet had any training for the co-ordination of this aspect of the school's work. Good use is made of outside agencies to give advice, support and to teach pupils with statements of their educational needs. The school has no disabled toilet facilities, but the wide corridors and lack of steps means that wheelchair access is available. Members of the support staff are appropriately trained and work closely with the class teachers to ensure pupils with special educational needs are fully integrated into the life of the school and that they make good progress against their set targets.
59. Since the previous inspection, teachers have improved their expertise particularly in English, mathematics and information and communication technology. The National Literacy and Numeracy Strategies have had a major impact on improving teaching techniques, contributing effectively to pupils' learning across the curriculum. Most teachers have more than one area of subject responsibility and carry out effectively their responsibilities. The main focus of curriculum development has rightly been English, mathematics and science which are managed appropriately. However, the staff have had insufficient opportunities to monitor the teaching and learning of their subjects apart from English and mathematics, across the school which hinders their effectiveness in monitoring standards. The school has recognised this area for development, which has been prioritised on the draft school development plan. There is good management of the pupils in the Foundation Stage and the staff have a good awareness of the Early Learning Goals and the early requirements of the National Curriculum. The headteacher is a mentor for newly qualified staff and the school is aware of the necessary procedures for induction even though these are not formally written down. All members of staff have been appraised once and professional development interviews are timetabled by the headteacher within the spirit of the new requirements for performance management. Their in-service training in subject areas is prioritised according to the targets set on the school development plan as well as their personal professional needs.
60. The headteacher takes the leading role in day-to-day management and teaching and works closely with the staff. The headteacher and the staff regularly monitor pupils' work and a timetable is organised to monitor teaching and learning and the standards achieved by the pupils. Teachers plan very successfully together for mixed age classes and informally share their knowledge of pupils and their expertise. The headteacher has recently undertaken an analysis of its data on pupils' performance. The outcomes are being used well to identify

different groups of pupils through the school for improvement. The school is also in the process of setting individual targets in order to increase pupils' progress. However, this analysis of data is in its early stages and the impact of these initiatives is not yet evident.

61. The school has sufficient teachers to teach the National Curriculum, the curriculum for the Foundation Stage and religious education. The teaching staff have a range of qualifications and experience between them and they work very well together as a team supporting each other. As yet the teachers have not had all their training for the National Numeracy Strategy. Staff have the opportunity to attend courses for their personal professional development. Professional development has been ongoing and the teachers have been given specific personal targets to work towards. The learning support staff have a good level of expertise and give the pupils in their care very good support and guidance. They have all had access to the Literacy and Numeracy training available in the school. The staff who aid the pupils with special educational needs are very well supported in their roles by the Local Education Authority. They are very well advised by the designated support teachers who give the learning support assistants specific and targeted training to be able to give focused support to the pupils in their care. The non-teaching staff including the secretaries, caretaking personnel and lunchtime nannies are valued by the teaching staff. Their hard work makes an important contribution to the life of the school. The school is kept to a high standard of cleanliness.
62. Accommodation in the school is good. The school offers good accommodation to extend and promote the pupils' learning. The classrooms are spacious and there are a good range of smaller rooms and areas for specific small group work. The accommodation in the nursery is extremely large. The staff manage this large space very carefully in the autumn term when class sizes are particularly small. This ensures that the children have opportunities to mix with their peers and play and learn together sociably. There is a suitable outdoor area for the children which allow the nursery and reception class children access to a wide range of outdoor equipment. The building is well maintained, with the classrooms and common areas decorated colourfully. There is a computer suite, which also provides a good space to support single year group teaching for literacy. The hall provides an area for the pupils to eat their lunch, meet for assembly and have their physical education lessons. The hall is large and provides spacious accommodation enabling the pupils to have plenty of room to work in their gymnastics lessons. The quality of display and the décor and internal environment is good. Outside there are grassed areas, an area that has been allowed to grow wild for investigations of mini-beasts; a playground and an adventure play area. There is also a large covered building in the playground, which is a comfortable zone where the pupils sit and talk. The classroom for the pupils in the reception class is large and offers two role-play areas and a creative area for messy activities.
63. There is a good provision of good quality learning resources throughout the school. This is a similar position to that at the time of the previous inspection, where resources in the school were judged to be good. Resources for the teaching of Literacy are overall good, however the quantity and quality of those books that are suitable for the children as they first begin to read are not exciting and do little to motivate pupils to read. The school has a wide range of fiction and non-fiction big books and they provide the teachers with a good resource to aid their lessons. Resources to support information and communication technology are good with software and equipment that can be used to support different subject areas. The school has recently received a number of new computers, a digital camera and scanner as part of the National Grid for Learning initiative. This has enabled the school to set up a computer suite, which has enabled good provision and good learning in this area of the schools work. The two large static physical education apparatus in the school hall are unsuitable for the pupils in the Foundation Stage and Key Stage 1. This equipment was provided for the school when older pupils attended the school and they have not been modified since, this needs to be done. There are insufficient large posters or pictures in school which celebrate the work of famous artists. These posters enable the pupils to appreciate a range of artists from a wide range of cultural traditions and this is at present under-developed. Resources to encourage the

investigation of mathematics through large bricks and building materials are at present under represented for the children in the Foundation Stage and this limits the opportunities they have to develop their spatial awareness through play. Resources for all curriculum areas are stored appropriately in the school and are accessible to staff. They are used effectively in classrooms to extend and develop pupils' skills and knowledge.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. The governors, headteacher and the staff should raise standards in reading by:
 - (i) providing more opportunities for pupils to read at length;
 - (ii) providing in-service training to improve the development of reading skills;
 - (iii) developing a literary environment and improve resources, particularly in the Foundation Stage, to encourage and motivate pupils to read in school and at home. (Paragraphs: 2,4,5,16,33,54,63,71,91,94).

2. The governors should monitor the work of the school by:
 - (i) training for the governing body in strategic management;
 - (ii) making regular assessments of pupils' progress and the work of the school against the school development plan using a variety of sources;
 - (iii) acting as a critical friend to the headteacher and the staff.. (Paragraphs: 57).

3. The headteacher and the staff should develop their procedures for the assessment of pupils' progress in the key skills of science; art and design; design and technology; geography; history; information and communication technology; music; physical education; and religious education. (Paragraphs: 60,110,114,119,124,127,133,139,144,149).

4. The governors, headteacher and staff should extend the partnership with parents by encouraging parents to help their children learn at home and by providing more information to them on children's homework. (Paragraphs 5, 33,51,54,97).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	25	50	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	21	55
Number of full-time pupils eligible for free school meals		15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	2	2
Number of pupils on the school's special educational needs register	4	17

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	0
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	15	10	25

		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	15	14
	Girls	9	10	10
	Total	21	25	24
Percentage of pupils at NC level 2 or above	School	84 (100)	100 (93)	96 (100)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	10	10	10
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	96 (81)	100 (87)	100 (80)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	55
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	18
Average class size	18

Education support staff: YR – Y2

Total number of education support staff	2
Total aggregate hours worked per week	240

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21

Total number of education support staff	2
Total aggregate hours worked per week	325

Number of pupils per FTE adult	7
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	201,433
Total expenditure	197,993
Expenditure per pupil	2,385
Balance brought forward from previous year	7,954
Balance carried forward to next year	11,394

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

79

Number of questionnaires returned

13

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	10	3	0	0	0
My child is making good progress in school.	7	6	0	0	0
Behaviour in the school is good.	8	5	0	0	0
My child gets the right amount of work to do at home.	6	5	2	0	0
The teaching is good.	9	4	0	0	0
I am kept well informed about how my child is getting on.	4	5	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	9	4	0	0	0
The school expects my child to work hard and achieve his or her best.	8	5	0	0	0
The school works closely with parents.	4	5	4	0	0
The school is well led and managed.	6	7	0	0	0
The school is helping my child become mature and responsible.	9	4	0	0	0
The school provides an interesting range of activities outside lessons.	5	3	4	0	1

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

64. This section of the report focuses on the children under six years of age who are in the nursery and reception classes. The majority of children enter the nursery class with attainment in all areas of learning that is lower than that expected of children of this age. A number of children who enter the nursery have problems with speech and language. Some have specific problems and are identified as having statements of their special educational needs. The nursery has two places identified for children who have special educational problems. There are appropriate staff to support these children and they are fully included in all the work of the class. All the children learn well and make good progress throughout their time in the nursery and reception classes with most of the children reaching the expected level of attainment by the time they reach Year 1.
65. There are two nursery sessions, one in the morning and one in the afternoon. There are places for 26 children in the morning and the afternoon, however at the time of the inspection there were only 12 children in the morning session and 14 in the afternoon. These numbers will rise as the year progresses. Children start the nursery class as soon as they are three. They move into the reception classes in the school in September in the year in which they will become five. Most of the children have had some pre-school experience the vast majority in the school nursery class, before they start in the reception class.

Personal, social and emotional development

66. In their personal, social and emotional development by the end of the reception class, most children are on line to achieve the nationally agreed standards. Children learn well in this area of their work; this is because they receive patient, supportive teaching.
67. In the nursery, children try hard to learn the class routines. They sit on the carpet and listen to the teacher as she reads them a story. They learn through being carefully encouraged to share resources and to take turns. Children are encouraged to tidy away at the end of sessions and if they forget to put their empty drink carton in the bin they are gently reminded of this expectation. Good routines set up in the nursery are extended and developed in the reception class. Here, children are able to undress themselves for physical education and manage well. The class teacher encourages the children to dress themselves and the older pupils in the class help the younger ones with buttons and fastenings. When they work with mathematical shapes they wait for each other and share the resources well. Most tidy away well replacing equipment sensibly and putting books carefully in the centre of the table. The children talk to each other and some form friendships. The children respond well to all the staff in both the nursery and reception classes. They listen carefully to what the staff have to say.
68. The teaching of personal and social development is particularly good. Members of staff are patient and consistent with the children and this enables the children to learn and develop their social awareness. Staff show a great deal of care and concern for the children. The children who find it particularly difficult to join in class discussions are given good support by the adults in the room and are encouraged and supported as they make their contributions. This ensures that they make good gains in a secure environment. When some of the children start in the nursery they have under developed social skills. They find it difficult to share, and play with other children. The staff work effectively to show the children how to play and to know exactly what is expected of them including the difference between right and wrong. When the children start in the reception class these early skills are developed and the children rapidly learn to become independent in their work. The patience that the teachers and support staff show results in a working environment in both the nursery and the reception class where the children feel happy and confident. All staff are very good role models for the children;

they are unfailingly polite to the children and set them a good example through the way they behave towards one another and towards the children.

Communication, language and literacy.

69. In communication, language and literacy by the end of the reception class, most of the children are on line to attain standards that are in line with the recommended goals. The children make good progress and learn well as a result of good teaching. Many of the children come into the nursery with underdeveloped speaking and listening skills.
70. The children in the nursery listen carefully to stories and have their favourites, for example 'Postman Pat'. They really enjoy the chance to listen to a story read just for them by the staff. They like to talk about what they can see in the pictures and what they liked best. At present the children in the nursery are particularly focused on their new rabbit, Milo. They enjoy talking about what he eats and what he feels like when they stroke him. The children in the reception class enjoy looking at a variety of books, particularly a book about 'Noah'. They talk about the book and the models of the ark that they play with. They sing the song they have learnt about Noah and the flood. They think about the story and try to imagine what it would have been like in the ark with all those animals. The children in the nursery and reception classes listen carefully and join in with stories and rhymes. In this way they learn to recite and say rhymes and number rhymes. These activities develop not only the children's speaking skills but also their capacity to memorise repetitious songs.
71. The children handle books well in the nursery and reception classes; the majority of children by the age of six can read simple texts. Children in the nursery are introduced to books and learn to look carefully at pictures for specific items and clues to the progress of the story. Writing is very prominently displayed in all areas of the nursery and the children are encouraged to find their own name card when they register for their snack. They write their names on their paintings with the staff showing them the correct formation of the letters of their names. The children are encouraged to plan and write stories. When the children have settled into the reception class the children are given reading books to take home. Some of the books available for the reception children are not exciting and do not encourage excitement and enthusiasm. This is an area that the school has recognised and has plans to redevelop in the near future.
72. The teaching of language and literacy is good. Staff work hard to improve the fluency of all the children by constant discussions and conversations. No opportunities are lost in discussing work and play. For example, in the role-play areas the staff encourage the children to talk through situations and to listen and work with each other. This contributes well to the children's personal, social and emotional development; especially the ability to show empathy and understanding of others. Children are actively supported in their need to listen carefully. Reading is promoted in all classes by the careful choice of big books. These are stimulating and interesting for the children. This ensures that their learning is fun.

Mathematical development

73. In mathematical development, most children attain the standards that are expected for this area of learning by the end of the reception year. The children are enabled to make good progress through the good practically based teaching they receive.
74. The children in the nursery class are learning to count and recognise numbers to five. Some of the children can count out loud to five with the teacher's support. Most know the names of colours and recognise smaller and larger. Children work in the sand tray and talk about the containers being full or empty. They sort successfully. Children in the reception classes can sort shapes according to whether they are circles, squares, rectangles or triangles. They are beginning to look at patterns and to sustain pattern making with practical materials. The

children in the reception class know a range of counting songs and they particularly enjoy singing 'Five Little Firemen' and '1, 2 Buckle my Shoe'. Most count to twenty and beyond and many successfully solve simple problems of addition and subtraction with numbers to five.

75. The teaching of mathematical understanding is good. All staff take every opportunity to develop the children's understanding of number through practical activities and play. This practical approach to teaching number and shape work ensures that all the children are fully engaged interested in their learning and excited about the outcomes. The children's learning is well-developed and built securely lesson after lesson. The wide range of practical activities is designed to consolidate and extend the children's learning through challenging and interesting tasks.

Knowledge and understanding of the world

76. In their knowledge and understanding of the world, most children are on line to attain the standards in line with those expected for this Area of Learning by the end of the reception year. Good teaching that plans an extensive range of activities, ensures that the children learn well and make consistently good progress.
77. The teachers provide a wide range of activities, that are planned to extend early concepts in science, design and technology, history, geography and information and communication technology. The children control the computer to 'Dress Teddy' and to draw a range of pictures. Listening centres enable the children to listen to music, stories and rhymes, all of which they enjoy. The nursery children have looked carefully at a vintage car and compared it to a modern new car. The reception children are studying the area in which they live. They have made a range of playground equipment with construction materials. The children in both the nursery and reception classes care for the animals that they have in their rooms. They understand that they need fresh food and water and that they need a quiet area to sleep in. They learn to handle the animals with care and to be gentle as they hold them. In the reception class the children work with a number of magnetic games and toys and consider how they work. The fishing game, being a firm favourite with the children. The children have the opportunity to use a wide range of construction kits and they use them well to create a wide variety of models. The planning of their models is encouraged early in the nursery class, so that the children develop early skills of making plans, keeping to the plans they have made and then evaluating their models on completion. They experiment with a range of materials and cut, glue and stick. These skills continue to be developed in the YR/1 class, where the children make collages of metallic materials.
78. The teaching of knowledge and understanding of the world is good. Staff plan an extensive range of activities so that the children receive a broad education that develops their knowledge and understanding well. The children are fully engaged in their learning. For example, the children in the reception class searched for metal objects in the sand tray using a large magnet. This activity reinforced the teaching well. The teaching of literacy and numeracy links effectively with the good use of information and communication technology.

Physical development

79. In their physical development, most children are on line to attain the standards expected by the end of the reception year. Good teaching in this area enables the children to learn well and make good progress.
80. The children use a range of equipment and materials in their work. Their skills develop well. For example, the children are shown how to hold their scissors when cutting and their pencils when writing. They use pencils, felt pens and different chalks to draw and write on a wide range of different sized and coloured papers. They use jigsaws and construction toys with

good levels of dexterity. The children use the brushes well when they paint pictures and they print over a letter 'p' using a potato and pink and purple paint. In physical education lessons the children in the reception class, travel along a bench and jump from the end onto a mat. They try hard to improve their work and are encouraged by the staff to do so. The children in the nursery and the reception classes enjoy working with the outdoor equipment. They use tricycles and play with the balls. Sometimes they work together and collaborate as they play. Most move well and learn not to bump into one another when outdoors. They are developing a good sense of space and move with increasing control and confidence. Children understand it is important to stay healthy which is reinforced by their awareness of exercise on their bodies and by eating healthy snacks of fruit and milk.

81. The teaching of physical development is good. The staff provide a wide range of activities to extend and develop the children's skills. The children work hard during their physical education lessons and try hard to improve and develop their work as a result of very good levels of individual teaching. All the staff encourage the children to improve their work and show them how this may be achieved.

Creative development

82. In creative development most children are on line to attain the standard expected in this area by the end of the reception year. The children learn well and make good progress as they are taught well.
83. The children in the nursery use paint expressively. They paint pictures, talk about their finished work and tidy away well after they have finished. The children have drawn pictures of their pet rabbit, goldfish and guinea pigs. Creative activities contribute well both to the children's personal development and to their knowledge and understanding of the world. In the reception class the children have painted pictures to show the story of 'The Very Hungry Caterpillar' and these are well displayed in the creative area. Their artistic pictures effectively support their literacy lessons. In the imaginative role-play areas the children develop their skills of co-operation and communication as they play with one another. In music lessons the children enjoy singing a range of songs, listening to different musical sounds and accompanying themselves with percussion instruments. They are beginning to know the names of some of the percussion instruments.
84. The teaching of creative development is good. Staff provide ample opportunities for the children to develop their creative ideas through painting, drawing, drama and music. The staff stimulate the children's interests with lively lessons that generate a high level of excitement and interest. The children are encouraged to express their feelings and the class teachers provide a wide range of opportunities for the children to develop in this area of their learning. The children choose their own materials deciding whether to paint on large or small papers and reflecting on which colours would be the best for their particular work. The staff value the children's work by displaying it attractively for the children to see.

The quality and range of opportunities for learning.

85. The children receive a wide range of interesting and well balanced activities. This contributes to the good progress made in the nursery and reception classes in the six Areas of Learning defined by the national guidance. The staff discuss and plan together the work to be taught so that all know exactly what is expected of them.
86. The Foundation Stage policy and programme of work has been reviewed in the light of the Foundation Stage for children until the end of the reception year and the recommended Early Learning Goals. The termly planning derived from the programme of work will build over the next twelve months to provide a scheme of work. Daily planning is very thorough and clearly

defines what the learning objectives of the lessons are. Themes such as 'Where I Live', and 'Old and New' are imaginatively planned and are appropriate for the children's ages. The emphasis is on first hand experiences and learning through play, enquiry and interests. Expected outcomes of each activity are very well defined and are conveyed in detail to all the adults who work with the children. The nursery has recently updated their 'Early Years Welcome booklet', which now includes colour pictures of the children working and gives the parents good information about the school and its procedures.

Teaching and learning

87. The quality of teaching and learning is good. The teachers and the support assistants are committed and skilful and work hard to promote the children's progress. Language development is very well promoted and close and careful observations of children enable accurate assessments to be made. These help to guide the planning of activities. Teaching throughout the Foundation Stage is consistently good. Some is very good. There are marked emphases on the extension of language and very good provision for personal, social and emotional development. The children are very well supported and are actively encouraged to become independent learners. Parent helpers give good support in class. One male community helper who is a frequent visitor to the YR/1 class provides not only effective support to the pupils as he supervises their activities but also shows them the correct way to talk to one another and how to learn from one another as the work in small groups. The staff and adult support intervene appropriately without dominating the play. They guide learning and encourage the children to discuss what they are doing. The quality of adult support in role-play ensures that the children make good gains in this area of their work. The quality of conversation and expectation is high. Relationships are positive with the children becoming more and more independent. Most parents are supportive of the school. There are good induction procedures to help children to quickly settle into school. The new brochure clearly informs parents about the expectations of the Early Learning Goals, which helps parents understand the objectives of the activities. The parents meet informally with the staff as they bring their children to school in the morning and collect them in the afternoon. This is a good forum for the informal exchange of daily information. However, there are many parents who do not regularly help their children with simple homework or when they start reading. This limits the progress children make.
88. Formal assessment procedures are good. The children in the nursery class are assessed according to the local authority assessment procedures and they are assessed again on entry to the reception class. These assessments provide the school with good information about each child, enabling the school to target areas for development. Children who have special educational needs are identified early and specific work and support are planned for these children. This early intervention enables the school to give good support to these children and they make good progress.
89. The accommodation is generous. The nursery class area is very spacious and indeed when class numbers are small the teacher wisely limits the accommodation available to the children, ensuring that the children work together in sociable groupings and learn to play and interact with each other. The reception class and nursery classes are not close to each other. This is detrimental because it limits the sharing of resources and staff expertise. This is an area of organisation that the school is currently evaluating closely. Resources are good and make a positive impact upon the children's learning opportunities. The reception class however does lack large building apparatus to enable the children to develop their spatial and mathematical awareness. The quality of reading books lack interesting stories and pictures which stimulate children's curiosity and motivation to read.

ENGLISH

90. In the 1999 National Curriculum tests for seven-year-olds, overall standards were below average in English and average in mathematic and science. Pupils' attainment for reading at level 2 at 84 per cent was close to the national average but the proportion of pupils reaching the higher level in reading at eight per cent was well below the national average. In writing, attainment at level 2 at 100 per cent was very high in comparison with the national average. No pupils achieved at the higher level and this was well below the national average. However, there are only a very few more able pupils and an above average percentage of pupils with special educational needs. This depresses the school's overall results in comparison to the national picture and similar schools. Boys did better than girls in reading and writing. This was a particular feature of this year group and after close observation of the year groups in the school there was no significant observable difference between the attainments of girls than boys. The trend over time showed significant fluctuations in the attainment in reading and a maintaining of average to above average standards in writing. The attainment in reading showed a particular dip in 1999. When compared with similar schools, the school's results were well below average for reading and average in writing.
91. Overall, standards observed in English by the age of seven are in line with the national average. This is broadly similar to those reported previously. Standards are judged to be in line with the national average in speaking and listening and writing but below this level in reading. There are now more pupils on the register of special educational needs than were at the time of the previous inspection. This has the effect of depressing the overall results for pupils taking the tests at the end of the key stage.
92. The school has adopted the National Literacy Strategy. The teachers focus their teaching on the learning objectives of the lesson. The school in recognising that reading standards are not as high as writing and has looked at the reasons for this. This has led to a refocusing of some literacy lessons. For example, Year 1 now has three literacy lessons a week where the focus is reading and two where the focus is writing. The school hopes that in this way standards in reading and writing will be improved. The school has ensured that information and communication technology is used well to support reading and writing in literacy lessons. Writing is a prominent part of the curriculum, with good opportunities for extended writing. This is especially so in religious education, history and science having a positive effect. Good opportunities for speaking and listening and reading across all areas of the curriculum are also helping to raise standards in literacy. The children who have special educational needs are given extra support in lessons by the class teacher and support staff. They achieve well in relation to their previous levels of attainment.
93. By the age of seven, pupils' attainment in speaking and listening is in line with the levels expected. Pupils achieve satisfactorily by the time they are seven their skills are at the levels expected. Pupils in Year 2 generally listen carefully to their teacher and other adults. The majority speak confidently during class discussions. With good support they are able to express their ideas and suggestions using a range of vocabulary. As the pupils progress through the key stage the teachers develop the pupils' self-confidence and consequently the pupils become more articulate and confident. They make satisfactory progress. Year 1 pupils talked about the story 'The Pig in the Pond' looking carefully at the picture clues to decide if the farmer looked cross. They discussed their opinions. By Year 2 the pupils talk about the story they are reading and consider what might happen next when they read the story of 'Dogger'.
94. By the age of seven, pupils' attainment in reading is below the levels expected. Most enjoy stories and try hard to join in when reading together. Many learn to read on their own and enjoy the shared reading and group reading sessions in class. They listen to stories with interest and enjoy familiar and favourite stories. However, there are also many pupils who do not enjoy reading and report that they find it hard. They report a lack of interest in their reading

books and find the content dull. Some pupils do not read at home to their parents and so do not have extra opportunities to develop and practise their skills this has the effect of depressing the attainment of these pupils. For these pupils reading is a struggle. The very few more able pupils develop good word recognition skills and enjoy talking about their books and give good suggestions of what might happen next. However, with lack of support at home their progress is not as fast as it might be. As pupils progress through the school their motivation and interest in reading deteriorates and by Year 2, the overall standard is below average. The school is adopting a new reading scheme to interest and excite the children in order to raise standards. The pupils talk about the pictures in the books and what is happening in the story and become increasingly aware of letter sounds and blends.

95. By the age of seven, pupils' attainment in writing is in line with the levels expected. The pupils make satisfactory progress throughout the key stage. By the end of the key stage the very few more able pupils can write a coherent story. The pupils writing is a print style and their work is generally well punctuated with capital letters and full stops. Average and lower attaining pupils by the end of the key stage are writing simple sentences. Punctuation is not always accurate with capital letters and full stops used inconsistently. The very few higher attaining pupils write stories that are generally well punctuated and they use good expressive language. Pupils form their letters correctly and the presentation of their work is good. There are many opportunities for the pupils to write independently.
96. Overall the quality of teaching and learning is good. It is good for The Foundation Stage and Year 1 and satisfactory in Year 2. Teachers have a satisfactory knowledge of the National Literacy Strategy and they ensure that work and activities are well focused for the different ability groups. This ensures that pupils are fully involved in their learning and make satisfactory progress. In the Year 2 class, the teaching is not always clearly focused. Some pupils talk during the teaching. In these lessons the pace of the pupils' learning is only satisfactory because the teacher has to spend time managing the class. In lessons judged overall satisfactory the pace of learning is not always fast enough and learning slows. The pupils are encouraged to be independent in their work and to organise themselves and their work effectively. Most pupils are given good support and encouragement during lessons. Pupils' work is marked supportively and they are given appropriate encouragement. Marking does not, however, point out to the pupils what they need to do next or how to improve their work.
97. Good annotated work is kept which shows individual pupil's progression. This provides the teachers with good insights into the progress that the pupils are making and consequently helps them to plan future work. The English subject leader is enthusiastic and effective and gives good support to her colleagues. She has a clear focus on improving standards in reading and writing. Literacy is well developed across other curriculum areas. Information and communication technology is used to support the English curriculum and the teachers make good use not only of the computers but also the listening centres to support lessons. The results of National Curriculum tests are analysed to look for areas for improvement and to monitor the progress of the boys and girls. The school is aware of the need to replace some of the reading books. It has this in hand. There are a number of initiatives planned to promote reading throughout the school. Two parents run a well-attended school lending library and there is a bookshop organised by a parent and run with the aid of two Year 2 pupils. However, many parents do not help their children at home with their reading. This contributes to a slow pace of work. Book weeks and the study of different books encourages the pupils to view reading as an exciting activity. Resources for English are good overall.

MATHEMATICS

98. The results of the 1999 National Curriculum tests for seven year olds show that pupils attained average standards. Over the past three years, results in the national tests have been fluctuated from average in 1997 to above average in 1998 to average 1999. The apparent

drop in standards in 1999 reflects the differing abilities of the small number of pupils taking the tests. This academic year results are similar to those in 1999. However two pupils attained the higher level 3. In comparison with similar schools in 1999, standards were average. Standards were similar at the time of the last inspection but there are more pupils now with special needs than then. This affects the overall attainment of the pupils taking the tests.

99. By the age of seven pupils' attainment is average in all areas of mathematics and pupils' skills in mental mathematics are developing appropriately. All areas of mathematics are equally covered in the curriculum.
100. Since the last inspection in 1996, standards have been maintained. However, the National Numeracy Strategy has been introduced and there are more detailed assessments made of pupils' work to inform teachers' planning. The structure and pace of work expected in the National Numeracy Strategy is having a positive impact generally and, particularly on pupils' skills in mental mathematics.
101. By seven, the majority of pupils have a secure understanding of the value of two digit numbers and can count in twos, fives and tens to one hundred. Pupils' mental skills are developing appropriately as they add and double simple numbers. Most know strategies to use to solve problems of addition and subtraction and are familiar with mathematical vocabulary in discussion; using terms such as 'more than' and 'less than'. They apply their knowledge to solving problems with money. Pupils know the names and properties of common two and three-dimensional shapes. Good use is made of mathematics across the curriculum. For example, Information and communication technology is used to make simple graphs of hair and eye colour.
102. Pupils enjoy the challenge of the mental mathematics session at the beginning of each session when they need to think quickly to solve problems. This sets a positive working climate for the rest of the lesson. Consequently, relationships are generally good and pupils enjoy their work. Most pupils respond well to the praise of the staff when they get the questions right. This contributes positively to pupils' self-esteem. Pupils work well in small groups, sharing ideas together and they tidy away well at the end of each session. However at times not all the pupils are well behaved. A small minority continually interrupt the teaching by talking through important teaching points.
103. The quality of teaching and learning is good overall. In lessons observed, 50 per cent of teaching was good, 25 per cent was very good and 25 per cent was satisfactory. There was no unsatisfactory teaching. Generally, pupils learn well because the teaching is well prepared. The needs of all pupils are met because the staff work together effectively as a team to plan and implement the curriculum for all the pupils. Teachers generally have good subject knowledge despite not receiving their full entitlement to their training for the implementation of the National Numeracy Strategy. The best teaching is in the Year 1/reception class. Most lessons are well planned and taught at a brisk pace. The successful methods promoted by the National Numeracy Strategy and a fast pace of learning encourages pupils to sustain their interest and enthusiasm. The staff systematically assess pupils' progress and provide them with challenging work. Where teaching is satisfactory, the pace of learning is slower and pupils do not always listen and follow instructions, which impairs their learning. Teachers' marking of work includes positive and encouraging remarks but does not sufficiently inform pupils how to improve their work. This limits its impact. Pupils, including those with special educational needs receive effective support and as a result they make good progress.
104. The subject is co-ordinated well. Teaching and learning is benefiting from the introduction of the National Numeracy Strategy. The subject leader has monitored some lessons and produced a plan for developing the subject. Information and communication

technology is used appropriately to support the curriculum. Pupils apply their skills satisfactorily as mathematics supports other subjects such as design and technology, geography and science. The learning resources are sufficient and of good quality.

SCIENCE

105. The results of the 1999 National Curriculum assessments for seven year olds show that pupils attained average standards overall. The school is maintaining average standards. All the pupils attained level 2, but there were no pupils gaining the higher level 3. A similar picture is maintained for this year. Standards were similar at the time of the last inspection.
106. The variation in results from 1998-1999 is mainly due to differences in the abilities of different year or academic groups. The results must be treated with caution because the year groups are small and in these small groups the number of pupils with special needs taking the tests disappointingly affects the overall percentage score for the year group. There are a large number of pupils in the school relative to the total population with special educational needs and very few higher attaining pupils. The standards seen during the inspection were similar to the 1999 assessment results.
107. Standards in science are average by the time pupils reach seven. Pupils are offered a good range of curricular opportunities throughout the school. By the age of seven pupils know how to carry out investigations, and, with appropriate support from teachers and other classroom helpers, make sensible predictions, careful observations and record what they have seen. They are beginning to understand the nature of fair testing. Recording using graphs or tables of results in their books or on the computer makes a positive contribution to the development of pupils' numeracy and information and communication technology skills. Most pupils understand that materials have different properties and may change their state when heated or cooled. They know why some materials are better suited to particular purposes than others. Pupils use appropriate scientific vocabulary appropriately. They know the sources of light and understand that sound decreases the further away from the source. They are able to complete a simple circuit to light a small bulb. Pupils enjoy watching seeds grow as they study how plants grow. Pupils with special educational needs participate fully in lessons with good support from the staff.
108. Pupils enjoy investigative work in science. They are enthusiastic, keen to experiment and confident in trying out new ideas. Pupils share their resources and co-operate well in small groups. Most listen well and use scientific vocabulary effectively when they discuss their work with the teacher. For example, during a lesson on magnetism, Year 1/2 pupils investigated how the magnets 'attracted' some metals and not others. Following this lesson some of the older pupils enjoyed making elaborate magnetic boards of places such as an airport where they tested how well their paper clip aeroplanes moved across the runways guided by a magnetic underneath. Pupils take pride in their work and present it well.
109. The quality of teaching and learning is good. As most science work is part of well planned cross-curricular topics teachers are skilled at making clear links between different subjects, so that pupils are able to see the relevance of what they are doing to other areas of the curriculum. For example, in a topic on 'Where I Live', linked to geography and history, pupils investigate the properties of materials they find in everyday life. For instance, they test a range of artefacts made from metals, such as tin foil and brass for their attraction to magnets. Teachers provide a good range of practical activities. These are developed through relevant questioning and discussion. Lessons provide opportunities for pupils to work as a whole class, individually or as part of a small group. The pupils make satisfactory progress by the time they are seven. They systematically build on their previous skills of observation, prediction, recording and evaluating their work. The staff follow the national guidance for science. This ensures that the content of the topics are scientifically accurate and include the relevant scientific knowledge and vocabulary.

110. Some good work has been done since the last inspection to develop the scheme of work. Formal assessment to guide teachers' planning is carried out at the end of each topic. However, assessment procedures are in their early stages and this is recognised as an area for development. The subject is appropriately managed. Monitoring of teaching and learning has been limited but is timetabled for the future. This gives the subject leader a good picture of the strengths and areas for improvement across the school. Information and communication technology is used for making graphs and pupils use CD-ROM programs to research topics such as information about mini-beasts. The school has a good range of quality resources, which are well-organised and easily accessible to staff. The school grounds and surrounding areas are used well by the pupils in their study of environmental science.

ART AND DESIGN

111. By the time pupils are seven they attain average standards and make satisfactory progress. No lessons were observed in Key Stage 1 but sufficient evidence to make judgements was gathered from looking at pupils' previous work and discussions with pupils and members of staff. Standards were similar at the time of the previous inspection.
112. By the age of seven, pupils are knowledgeable about the work of some famous artists such as Van Gogh, Monet and Lowry. They learn about different styles and techniques and develop appropriately their own style of drawing and painting. They use a range of materials to draw, paint, model, print or work in pastels. Their understanding of a range of artists' work makes a positive contribution to their cultural development. However pupils have insufficient knowledge of non-western art and design. Pupils work confidently from their observations and develop skills of drawing as they represent the world around them. For example, they draw their pets, trees and flowers. Art and design is used to support other areas of the curriculum such as mathematics and information and communication technology. For example, some pupils use the computer to make repeating patterns or draw pictures. This makes a good contribution to their information and communication technology skills
113. In discussion with the pupils, it is clear that their attitudes to the subject are generally good and they enjoy their work as they talk with enthusiasm about what they have learned. They especially enjoy working with local artists to produce work on a large scale.
114. Art is developed and led appropriately throughout the school. The work on display around the school makes for an attractive learning environment. The assessment of art and design, and the inclusion of art and design from non-western traditions are planned developments. There are good resources for art and design. These are well deployed. However, there are insufficient prints of artists' work, particularly those from non-western cultures. The subject makes a good contribution to pupils' spiritual development and a good contribution to their cultural development. The school makes good use of local artists to work with the pupils. The pupils have produced a large mural of the four seasons and a painting of the local area in conjunction with a local firm.

DESIGN AND TECHNOLOGY

115. Pupils attain above average standards and make good progress in their learning by the age of seven. Only two lessons were observed but sufficient evidence was gathered from looking at pupils' previous work and discussions with pupils and members of staff to make judgements. Standards were similar at the time of the last report.
116. By the age of seven, most pupils develop their own ideas and construct models using a wide variety of materials. They make increasingly complex structures with moving parts and select their own materials to work with. Most draw their initial designs well. They modify these when working, to achieve a desired result. This good standard is because the

scheme of work and the teachers' planning is very effective in matching systematically building on pupils' previous learning. For example, in their construction of playground equipment, the younger pupils drew their designs and worked with construction kits or recycled materials. They carefully remodelled their work to strengthen it. Pupils refine their skills by the end of the key stage, annotating their designs and listing appropriate materials to use. They understand the strengths and weaknesses of a wide range of materials and make purposeful selections for their models which have moving parts.

117. Pupils enjoy practical activities and, show positive attitudes towards the subject. They collaborate well in their learning, which makes an effective contribution to their social development. They worked together sensibly and share materials and equipment. They take pride in their work. As they discussed their work together, they were willing to listen to the help others give to improve. Most are fully engrossed in their work. They are keen to do the best they can so they make refinements to their plans as they work and listen to the advice of their teachers and classmates.

118. The quality of teaching and learning is good overall. Of the two lessons observed, one was good and the other was very good. Teachers plan well for all year groups, using national guidelines. The links made to other subjects such as geography have a positive impact on the pupils' learning. In the very good Year 1 lesson, pupils were making a climbing frame for a playground. The frame had to be stable. The teacher used methods advocated by the national strategies well. She had high expectations of pupils' work. She clearly defined the purpose of the lesson. As the pupils were working, she monitored their work using her questioning and assessment skills well. She deepened the pupils' understanding of the properties of the materials they were using and the meaning of a 'stable' structure. As a result of her assessments, half way through the lesson, the pupils were gathered together to assess their progress. Her questions were designed to make them reflect on their structures and to give them confidence to finish their models. Consequently, pupils were challenged in the second part of the lesson to improve their models after an initial test of stability was applied. Pupils' benefited from the comments and observations of their classmates and teacher. All pupils made very good progress to successfully complete their task by the end of the lesson. Good support was given to pupils with special educational needs in all lessons. They participated fully and with help gave good answers in discussion, which boosted their self-esteem. Learning was very good.

119. The systematic assessment of pupils' skills is insufficiently developed. This is an area that is recognised by the school for future development. The curriculum has improved since the previous inspection and the scheme of work has been updated in line with the national guidance. Resources are plentiful and of good quality. As yet the coordinator has had no time to monitor the subject. This is planned on the school development plan. Pupils use their information and communication technology skills in design technology as they use the computer to design a village. Good links are made with geography. The subject makes an effective contribution to pupils' literacy and numeracy skills when they write lists of their requirements and estimate and measure their materials.

GEOGRAPHY

120. Pupils make satisfactory progress and achieve satisfactorily. They reach standards that are usually expected by the age of seven. It was only possible to observe one lesson during the period of the inspection. However additional evidence was gained from examples of pupils' work on display, their books and discussions with staff and pupils. This is a similar position to that at the time of the previous inspection.

121. By the age of seven, pupils make satisfactory progress with their work in geography. They have a satisfactory understanding of the main features of their locality and can compare this with a contrasting locality in Scotland. Those with special educational needs are

supported effectively by staff and make good progress on their set targets. Pupils' mapping skills are developing appropriately as they study their local area and use the computer to design an imaginary village. The national guidance that the school uses, ensures that the planned work systematically builds on pupils' previous learning and that all the areas of the curriculum are taught. The oldest pupils use appropriate subject vocabulary. For example, when describing their 'route' to school. They know the main features of where they live and identify places they particularly like and places they do not like. The pupils report that they like gardens with lots of flowers but were disappointed that litter was present in the village and that someone had broken the barbecue in the Millennium garden. They learn about other localities such as the island of Struan where the book character Katie Morag lives and compare the island with life in Trimdon Grange. Pupils in Year 1 look at the houses in the village and can describe them as terraced and semi-detached homes. The pupils in Year 2 develop their knowledge of the wider locality as they study maps of the British Isles. They identify England, Scotland and Wales. They use geographical knowledge to support their work in other subjects such as history. There are good cross-curricular links between geographical and historical studies of the area.

122. Pupils show very good attitudes to geography and enjoy the subject. They respond to questioning, follow instructions and sustain their concentration in individual or group work well. They stay on task and treat resources respectfully. They enjoy the opportunities that are given to make choices for themselves in investigative work. They work well collaboratively, enjoy talking about their work and contributing to discussion in lessons.

123. It is not possible to make an overall judgement on the quality of teaching but teaching and learning in the lesson observed was satisfactory. Pupils' learning is satisfactory; pupils are sufficiently challenged by interesting and relevant tasks. Pupils with special educational needs are well supported in class by the support assistants and make good progress towards their targets. There is clear evidence of advances in learning in lessons and across time. Pupils are increasingly aware of geographical issues.

124. There is a policy and the scheme of work. This is being developed by drawing on national guidance. Assessment procedures are at present insufficient; there is no consistent method of recording pupils' skills. Good opportunities are provided throughout the school to use the immediate environment. Resources are good with the school having good numbers of maps, atlases and books. Geography makes a positive contribution to pupils' social and cultural education.

HISTORY

125. By the age of seven, standards are at the levels expected nationally. Pupils including those pupils with special educational needs make satisfactory progress. During the inspection no history lessons were observed and evidence was gained from scrutiny of the pupils' work, both in their books and on display.

126. At the age of seven pupils show a developing knowledge of chronology and the language to describe the passage of time. In Year 2 the pupils study the locality and as part of their studies learn about the Trimdon Grange Pit Disaster. They talk about the memorial in the local churchyard. They look at a number of artefacts associated with coal mining and reflect on how heavy the clogs were. The pupils learn about a wide range of people including Grace Darling, George Stephenson, Florence Nightingale and Dick Turpin. They learn about famous events such as The Gunpowder Plot and how such events affect our lives today. The pupils are making satisfactory progress in developing skills of looking carefully at a range of historical artefacts and coming to informed conclusions. Pupils with special educational needs make good progress when they are supported by the specialist staff.

127. On the basis of the quality of work the pupils have produced, pupils display positive attitudes towards this subject. The teachers plan their work carefully and the lessons build effectively to provide a coherent and well-sequenced learning experience. There is a policy and a scheme of work being developed from national guidance for this subject. Assessment and recording procedures are as yet under-developed in the subject. All the teachers use artefacts and original source material in their teaching and the attainment of the pupils is greatly enhanced by the good use of these resources. The pupils practise a range of literacy skills when they are recording their work and talking about their findings. Information and communication technology is used well to support the subject. The study of history helps pupils to make sense of the world in which they live and helps them to develop a sense of their own cultural backgrounds.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Standards of attainment in information and communication technology are in line with the national expectation for pupils aged seven. This is a similar position to that at the time of the previous inspection. It was noted that assessment was not always built into the teachers' plans. This is still the case. There is no overall assessment procedure for information technology. The school has plans to develop this area of their work. The pupils, including those with special educational needs make satisfactory progress throughout the key stage.

129. The school has just received its National Grid for Learning equipment and so the provision for information and communication technology in the school is good. As the equipment and resources are so new in the school the teachers and pupils are still getting used to these new resources. The digital camera, for example, has been very well used to help the school create a new Early Years Booklet with colour photographs to aid its explanations, and the pupils have used the camera in their study of Trimdon Grange.

130. Pupils were clearly keen and enthusiastic when they worked on the computers and they are pleased to talk about what they can do and show their work. They enjoy listening to stories and following stories on the computer. The older pupils type, change the font size, colour and style of their work. They work well together on the computers wait their turn and help and support each other.

131. During the inspection no lessons were observed for information and communication technology. However, pupils were observed using computers and listening centres. Teachers' planning and pupils' work were scrutinised. Teachers discussed their work with the inspectors. Evidence indicates that the teaching throughout the school is at least satisfactory. In Year 1, pupils use the mouse well to drag and drop pictures. For example, they create an imaginary map of a village by dragging and placing street furniture such as houses and roads in appropriate places. They print off their work when they are satisfied with the result. In Year 2, pupils build on their previous skills. They access photographs from their personal file that they have taken of Trimdon Grange with a digital camera as art of a geography lesson. They write suitable captions to describe the places they visited. They can change the font and size of the text and understand how to change the colour of the text. Listening centres are used to support the literacy curriculum with the pupils listening to a wide variety of tapes of stories and poems. Music from around the world is also available for the pupils to listen to as part of their music curriculum.

132. Information and communication technology supports the pupils' learning well in all curriculum subjects. The teachers taking care to ensure that many opportunities are planned into the pupils' work.

133. The co-ordination of information technology is good. The subject leader has provided good co-ordination. She has a clear vision for information and communication technology in

the school. The school has recently adopted a new scheme of work that meets the requirements of Curriculum 2000 and gives clear coverage of all elements of the National Curriculum Programmes of Study. The school recognises the need to develop assessment and record keeping systems to monitor pupils' achievements from year to year. The school has made significant improvements in the provision of computers recently. A new computer suite is now in place and the teaching and support staff have worked hard to become acquainted with the new machines. As new software becomes available in school staff will need further time to become familiar with these new tools to gain the maximum effect from their use.

MUSIC

134. By the age of seven, standards are at the levels expected nationally. Pupils achieve satisfactorily and make satisfactory progress. The scrutiny of work, discussions with staff and pupils indicate that the majority of pupils make satisfactory progress and attain standards nationally expected for children by the age of seven.
135. By the age of seven, pupils perform simple rhythmic patterns to accompany their songs. They performed the poem 'Mrs White' with a three part rhythm pattern keeping in time. Pupils demonstrate very good listening skills, and enjoy talking about their response to music. The youngest pupils identify a range of sounds correctly from instruments such as the drum, cymbals, bells and wooden blocks. All pupils sing with enthusiasm and enjoy singing tunelessly a variety of songs such as 'The Music Man', and 'I Travelled Far Across the Sea'. At certain times of the year, such as Christmas, there is more emphasis on music. At this time, pupils sing songs and play instruments as part of their dramatic productions. Pupils take part in the local music festival. Musical vocabulary is developing well and pupils understand and use terms such as rhythm.
136. Pupils, including those with special educational needs make satisfactory progress during the key stage. As pupils get older, they build up a repertoire of songs and study the work of some famous composers. The older children identify different types of music. Pupils with special educational needs are integrated well into the activities and make good progress on their set targets.
137. Pupils enjoy music and have positive attitudes to learning. They behave very well in response to the very good teaching. The works of famous composers such as Chopin and Schumann, heard frequently in assemblies, make a significant contribution to pupils' spiritual development.
138. The quality of teaching and learning is very good in the two lessons observed. Pupils were encouraged to contribute their own ideas and work well in small groups. The curriculum is planned to give pupils a wide experience of music. The national guidance provides appropriate assistance to the non-specialist teachers.
139. The subject is managed appropriately. Resources are good, well maintained and accessible. The assessment of pupils' progress in their knowledge, understanding and skills has been recognised by the school for development. At certain times of the year there are extra-curricular opportunities for pupils to develop their musical knowledge and skills. For instance, by taking part in a local festival or by listening to visiting musicians. Music makes a significant contribution to pupils' listening skills and their cultural development. Opportunities are being provided for pupils to learn the recorder. Information and communication technology is used well to support pupils' knowledge and understanding of music around the world.

PHYSICAL EDUCATION

140. By the age of seven pupils achieve standards similar to those expected of seven year olds. This is a similar position to that at the time of the previous inspection. During the inspection it was only possible to observe two gymnastics lessons. In these lessons the pupils achieved satisfactorily and made satisfactory progress.
141. In gymnastics Year 1 pupils balance in a variety of ways. Some of the pupils find this particularly difficult but they persevere and try hard. The pupils put together a sequence of movements, walking in a straight line with a heel to toe movement. This is followed by crawling along a bench, jumping off the end of the bench and then finishing by walking on tiptoes. In Year 2, the pupils used the space in the hall well; they walked, jumped, jogged and skipped in response to the class teachers' instructions. They made balanced-shapes on their backs. They demonstrate a variety of rolls, trying hard to improve their work. They listened carefully to the suggestions from their teacher. They transferred their weight from their hands to their feet and used these movements to travel around the room. They responded well to the class teachers' encouragement and suggestions and showed good levels of independence in their work. The pupils understood that exercise is good for their bodies and knew that an increased heart rate was the result of sustained activity. At the end of lessons the equipment in the hall was replaced with good regard to safety.
142. Pupils enjoy physical education and have good attitudes, persevering with difficult balances and moves and wanting to improve their work. They work together well with increasing co-operation. They have the opportunity to develop skills of working as a part of a team.
143. In the lessons observed the quality of teaching and learning was satisfactory. The quality of the lessons provided for the pupils is having a positive effect upon the pupils' motivation and their current progress. The teachers are clear about the need to ensure that the pupils are fully warmed up at the start of lessons and cooled down at the end of lessons. Pupils with special educational needs are well catered for in physical education lessons. They are well supported by the support assistants so that they achieve well. Teachers use the pupils' own expertise to demonstrate good quality work and ideas. This enables the pupils to see how they might improve their work. It also encourages pupils to do well.
144. The school uses a well thought out scheme of work. This provides clear lesson plans for the teachers to use. At present there are no assessment procedures for the teachers to use to record the pupils' progress. Resources are generally good. However the fixed gymnastic equipment in the school hall was designed and installed in the school for older pupils. This resource is unsuitable for Key Stage 1 pupils and the school is hopeful that they will be modified in the near future.

RELIGIOUS EDUCATION

145. Pupils aged seven meet the expectations of the locally agreed syllabus. Standards were similar at the time of the last report.
146. By the time pupils are seven they understand that there are similarities and differences between the major world faiths of Buddhism, Judaism and Christianity. Pupils, including those with special educational needs, make satisfactory progress throughout the key stage. For example, pupils understand that there are important Christian rules to live by and that Judaism and Buddhism have different traditions and beliefs to their own. There are good community links with the local clergy who contribute well towards raising pupils' appreciation of Christianity. They regularly take morning assembly and pupils visit and study the local church and learn about rites such as baptism for example. By the age of seven, pupils know a variety of stories from the Bible. and have an awareness of some of the major

features of Judaism and Buddhism. They mark festivals such as Hanukah, Diwali, and Christmas.

147. Pupils are interested in learning about the world faiths and present their work neatly. Pupils' concern for others and understanding of Christian responsibility are deepened by taking part in community fundraising organised by the Methodist minister. These events include sponsored walks to raise money for people in Mozambique and sending toys to the refugee children in Kosovo. This makes a positive contribution to pupils' spiritual, social, cultural and personal development. It also contributes to the geography curriculum.
148. It is not possible to make a judgement on the quality of teaching overall as only one lesson was observed for the Year R/1 class. Here, the quality of teaching was good. Pupils learned about the story of Noah. The lesson was well prepared and pupils enjoyed hearing the story. They responded responding well in discussion. Their understanding of the main events was reinforced when they sang 'Who Built the Ark?' at the end of the lesson. Pupils respond very well to the quiet times in the assemblies and are willing to put forward their own ideas and suggestions about helping one another. From scrutiny of teachers' planning and pupils' past work, the indications are that teachers have a good knowledge and understanding of the subject. They plan their lessons well and use resources well. Displays of work to aid the pupils' understanding and consolidate their learning are well thought out. Overall, pupils' learning is satisfactory.
149. The curriculum is led well and linked to the school assembly topics. The subject, which has a positive impact on pupils' spiritual development. Resources are satisfactory. The school has recognised that procedures for the assessment of pupils' attainment and progress are an area for development. Since the last inspection, the school has maintained a close liaison with the community to help pupils develop a better understanding of Christianity.