

Copeland Road Primary School

Inspection report

Unique Reference Number	114187
Local authority	Durham
Inspection number	378811
Inspection dates	21–22 March 2012
Lead inspector	Tom Grieveson HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The governing body
Chair	A Bruce
Headteacher	R Nodding
Date of previous school inspection	20 March 2009
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Introduction

Inspection team

Tom Grieveson

Her Majesty's Inspector

This inspection was carried out with two days' notice. Ten lessons were observed and all teachers were seen teaching twice. A further three shorter observations were conducted on day 2 of the inspection to evaluate the provision made for disabled pupils and those with special educational needs. The inspector held meetings with groups of pupils and with the vice-chair of governors and another governor. Informal meetings were also held with two other governors including the parish priest. Discussions were conducted with senior and middle leaders. There were no responses to the online questionnaire (Parent View) so this was not used in planning the inspection. The inspector observed the school's work and scrutinised a range of documentation which included the school's self-evaluation, assessment and tracking records and health and safety files. Information from the 44 inspection questionnaires returned by parents and carers was considered along with the 62 completed by pupils and the 13 submitted by staff.

Information about the school

Copeland Road is smaller than most primary schools although the pupil roll is increasing. It serves a predominantly rural community. Almost all pupils are White British. The proportion of disabled pupils and those with special educational needs, supported at school action plus or with a statement of special educational needs, is well above average. Those pupils known to be entitled to a free school meal comprise a higher percentage than in most other schools. Since the previous inspection the school has experienced some staffing disruption due to maternity leaves. In some year groups the school has successfully integrated the relatively high proportion of pupils admitted at times other than is usually expected. The school provides a well-attended daily breakfast club. Recent accreditations include Healthy Schools status, Investing in Children, the International Award and several others from the Royal Horticultural Society. In 2011 the school met the government's floor standard for primary schools, which sets the minimum expectations for pupils' attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Copeland Road provides its pupils with a good education. Determined and effective leadership has ensured a sustained focus on improving the quality of provision and raising attainment. Monitoring systems are robust and improvement priorities are accurately targeted. The school is not outstanding because measures taken by the leadership to accelerate the pace of improvement have not had time to become embedded in all key stages.
- Teachers’ classroom skills have been progressively developed so that teaching is predominantly good. Expectations of pupils’ capabilities are high and teachers’ use of accurate assessments ensures that lesson activities successfully meet their learning needs. Carefully targeted support from teaching assistants is effective in promoting the progress of lower-attaining groups, disabled pupils and those with special educational needs, enabling them to make strong gains.
- Most children have a significant deficit in their skills and knowledge when they enter the Reception class. Their communication skills are particularly weak. While many children progress well in this class, most make satisfactory progress. When they enter Year 1 attainment is below average, although almost all make positive strides in their personal and emotional development. Good progress throughout Key Stages 1 and 2 ensures that by the end of Year 6 pupils are working at broadly average levels. Attainment in reading and mathematics is better than in writing. Intensive work to improve pupils’ writing skills is having a marked impact on progress in all classes so that all groups are achieving increasingly well. The curriculum is well adapted to helping pupils make progress. The school’s short-term target setting arrangements are secure but the use of long-term targets does not inform pupils about what they are expected to achieve over the year.
- Pupils’ spiritual, moral, social and cultural education is promoted effectively and is reflected in their good behaviour, positive attitudes and the strength of their relationships with each other and adults. Inspection questionnaire returns from parents and carers confirm high satisfaction with the school’s provision.

What does the school need to do to improve further?

- Raise standards further in writing by continuing to provide frequent and well-targeted support for all pupils, but particularly for those who are lower-attaining.
- Ensure that pupils are fully engaged in setting their targets so they have a clear understanding of what is required to improve their knowledge and skills in English and mathematics in the short term but also to help them understand how these will support their improvement towards their end-of-year targets.

Main Report

Achievement of pupils

Achievement is good. Pupils are industrious in lessons and work hard. They demonstrate positive attitudes with the large majority taking responsibility for completing their work. The school's comprehensive assessment procedures provide teachers with a clear understanding of pupils' progress and quickly identify those experiencing difficulties. This information underpins good lesson planning so that tasks are well matched to promote effective learning. Targeted work by teaching assistants is having a marked impact on the progress made by specific groups of pupils, most notably low-attainers, disabled pupils and those with special educational needs. This intensive and regular additional help ensures these pupils are making good progress.

The school is working successfully to tackle pupils' weak basic skills. The priority given to improving children's communication skills in the Reception class is promoting better progress than in previous years, although key weaknesses remain as they move into Year 1.

Pupils make consistently good progress as they move through Key Stages 1 and 2. Although there are year-on-year differences in outcomes, attainment by the end of Year 2 is mostly below average, including for reading. The pace of improvement in writing and mathematics in particular has progressively increased and the gap with the national average has closed quickly. Effective phonics teaching (the sounds that letters make) is improving pupils' reading skills and increasing their confidence to tackle unfamiliar text. Lower-attaining pupils consistently use their phonics skills to tackle unfamiliar words. More-able readers have a good sight vocabulary and read fluently. When they encounter unfamiliar words some tend to guess rather than to use their decoding skills and this results in them making unnecessary errors. By the end of Year 6 pupils' attainment is broadly average and improving and reflects the secure gains being made in reading, writing and mathematics. Almost all the parents and carers who completed the inspection questionnaire consider their children make good progress.

Quality of teaching

Teaching is predominantly good, as parents and carers agree. Teachers exhibit high expectations of pupils' capabilities. Lesson planning reflects their knowledge of pupils' prior attainment so that tasks are well designed and successfully promote the next steps in learning. Effective and well-targeted deployment of teaching assistants offers lower-attaining pupils in particular good support. This additional help is also making a strong contribution to promoting pupils' greater confidence.

Teachers maintain a good pace in lessons often through the use of challenging questions which probe and extend pupils' thinking. Good use of mini-plenaries within lessons helps pupils to review their progress and remain focused and on-task.

The school's curriculum places improvements in pupils' basic skills at the core of teachers' priorities. Teachers make determined efforts to identify links between different curriculum areas so that pupils' literacy and numeracy skills can be developed in other subjects. Teachers successfully engage pupils' interest and make learning enjoyable. In the Reception class, for example, enthusiasm and enjoyment went hand-in-hand with the promotion of children's speaking, listening and writing skills through activities such as 'Going on a Bear Hunt' and their visit to 'Butterfly World.' In the Year 1 and 2 class pupils showed their fascination and emerging knowledge of 'light' in a science lesson while Year 2 and 3 pupils considered important world issues by extending their knowledge of endangered habitats through the 'rainforest' project. These activities ensured that pupils were engaged and maintained their commitment and enthusiasm throughout.

Teachers' marking of pupils' work is evaluative with clear feedback providing a summary of their achievements and how they can improve. Older Key Stage 2 pupils make good use of 'marking ladders' to check their own work. The use of longer-term targets to help pupils understand what is expected of them over time is not well developed.

Teaching makes a strong contribution to pupils' spiritual, moral, social and cultural development, with a good focus on raising their awareness of pertinent issues including, for example, respect and fairness. Through assemblies and in work such as 'The Rainforest' pupils are given opportunities to reflect on important personal events and significant world issues.

Behaviour and safety of pupils

Pupils' behaviour, attitudes to learning and conduct in lessons are good. They demonstrate care and consideration for the safety of others. Older pupils take a prominent role in helping younger pupils by providing a listening ear and mending friendships. They are aware of different forms of bullying but consider it to be rare and effectively dealt with. They are clearly aware of the dangers from internet sites and how to remain safe. Pupils are forthright in expressing confidence in the staff to help them when needed. Teachers manage behaviour effectively, they are clear in their expectations of what is expected and pupils respond positively. A constructive climate for learning is evident in all lessons so that pupils can work productively and without interruption. A very small number of parents and carers consider that the occasional lesson can be disrupted, although pupils say this is very rare and no

evidence of this was seen during the inspection. Scrutiny of behavioural records shows that this is the case over time too. Pupils consider themselves to be safe, have respect for adults and express their confidence in them. They enjoy positive relationships with all adults in the school. Attendance is broadly average and pupils are punctual to school and to lessons. The school provides convincing evidence of very effective work in supporting those pupils whose circumstances make them vulnerable through the well-informed support provided for individuals and families, and this helps them to make good progress.

Leadership and management

The school's leaders demonstrate high ambition and expectation. They are firm in their resolve to raise attainment and tackle underachievement. Inspection evidence confirms their success in making changes over time which have enhanced the quality of provision and raised pupils' outcomes.

Senior leaders and governors have an accurate understanding of the school's performance. They use secure systems to capture the performance of staff and pupils and use this to inform training so that teachers' skills are constantly refined and improved. Performance management links staff's accountability for pupils' performance securely. Middle leaders promote their areas of responsibility well. Those with literacy, numeracy and special educational needs roles are effective in driving change. Collectively they demonstrate good capacity to improve further.

Partnership working with other schools and external agencies to support those pupils whose circumstances make them vulnerable is effectively managed and has a direct and positive impact on pupils' learning and their emotional development. Investment to improve the curriculum and make meaningful connections between subjects has been successful. This promotes enjoyment on the part of pupils and is helping them to use and develop their literacy and numeracy skills in other subjects. The curriculum also makes a strong contribution to pupils' good behaviour and attitudes and supports their spiritual, moral, social and cultural development effectively. Pupils' experiences of other communities are well planned through links with schools in Tanzania and France. The staff, parents, carers and children actively support many local and national charity events.

Equality of opportunity is promoted well because pupils' needs are well known and understood. A carefully coordinated intervention programme is effective in meeting the needs of those low-attaining pupils as well as disabled pupils and those with special educational needs. The large majority of parents and carers who responded are supportive and complimentary about the school's work. Governors know the school well and have a good knowledge of its strengths and where improvement is required. There is a good level of direct engagement through individual governor link roles. Collectively they offer a critical perspective on the work of the school and are challenging of the school's leadership. Safeguarding procedures are secure and give no cause for concern.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 March 2012

Dear Pupils

Inspection of Copeland Road Primary School, Bishop Auckland, DL14 9JJ

Thank you for your help when I inspected your school recently. It was a pleasure to meet you all and to hear your views about Copeland Road. Special thanks go to those pupils who met with me from the school council; to those who showed me their workbooks and told me about how the school supports their learning; to the reading groups; and to those who enthusiastically took me to see the school garden. I have listened to all your views and these have helped me shape the inspection report.

Your school provides you with a good education. It is well led by your headteacher, the senior staff and the governors. They are working very hard to make sure that you all achieve well. There is good teaching and I was delighted to see your good behaviour. You work very hard too and help each other. The older pupils do a great job at helping the younger pupils to make friends and play together well. Well done!

There are always things that schools can do to make improvements. I have asked the staff and governors to make sure that the help you receive to develop your writing continues so that you all attain more highly. I have also asked them to make sure that you are all helped to understand how to reach your long-term as well as your short-term targets.

I know that you all want to do well. I am sure that you will have many ideas about how you can help the staff make improvements. You can start by making sure that you attend school every day and by continuing to work hard. Please accept my best wishes for the future in all that you do.

Yours sincerely

Tom Grieveson
Her Majesty's Inspector

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