



# Copeland Road Primary School

Inspection Report

**Unique Reference Number** 114187  
**LEA** Durham  
**Inspection number** 279330  
**Inspection dates** 15 June 2006 to 16 June 2006  
**Reporting inspector** Mr Eric Jackson

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

<b>Type of school</b>	Primary	<b>School address</b>	West Auckland
<b>School category</b>	Community		Bishop Auckland
<b>Age range of pupils</b>	4 to 11		County Durham, DL14 9JJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01388 832576
<b>Number on roll</b>	118	<b>Fax number</b>	01388 835463
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs D Slack
<b>Date of previous inspection</b>	1 October 1999	<b>Headteacher</b>	Mrs Susan Lumley

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 15 June 2006 - 16 June 2006	<b>Inspection number</b> 279330
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Copeland is a small primary school, serving a mixed but relatively disadvantaged area. Almost all of the 118 pupils on roll are White British. The proportion of pupils with learning difficulties and/or disabilities is above average, including those with statements of special educational need. Children's attainment when they start in Reception is generally below average, but covers a wide range. The school has been re-awarded the Gold Active Mark, and has the Healthy School Standard. It was commended in 2005 as one of the 100 most improved primary schools in the country.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features, as the school itself believes. Links with parents and the local community are outstanding. Almost all parents, who gave their views in a questionnaire or meeting, feel that their children love the school because the staff make them all feel special. Pupils say that they really enjoy their time here. Their good personal development and well-being are certainly promoted delightfully. This was clear in the joyous and amusing World Cup assembly presented to parents by pupils in Years 4 and 5.

Pupils achieve well and, over the last three years, standards have risen significantly by the end of Year 2 and Year 6, especially for higher attaining pupils. The school has built well on pupils' earlier achievements and met challenging Year 6 targets in English, mathematics and science. Reading is good across the school but standards in imaginative writing are still too low. This year, standards in Year 2 are lower than usual because over two-thirds of the small group of mainly boys, have learning difficulties and/or disabilities. However, these pupils have made good progress in their learning because they receive good support. Standards and quality for the Reception children are satisfactory, with some good features. Provision for these children is improving well because the staff have introduced more effective methods to promote their progress across all areas of learning.

Teaching and learning are good, and occasionally outstanding. The staff have very good working relationships with the pupils, who behave well and try hard in their work. Standards of care are excellent, and support and guidance for learning are good. The school provides good learning opportunities for all the pupils across the curriculum. These are outstanding in physical and health education. The level of sporting and other extra-curricular opportunities for all pupils is impressive. Mathematics is a developing strength under the guidance of the skilled subject leader. However, pupils do not decide for themselves often enough how to develop their own learning, for example in linking ideas between different subjects. Leadership and management are good. The headteacher leads and sets the school's tone well, supported effectively by other staff and the governors. Many improvements are underway in the school's comprehensive development plan, and the school is well placed to continue to improve. It gives good value for money.

### What the school should do to improve further

- Raise the quality and standards of pupils' imaginative writing.
- Ensure that curricular and lesson planning includes opportunities for pupils to follow their own ideas in using the skills they have learned.

## **Achievement and standards**

### **Grade: 2**

Achievement is good overall. A significant number of children have below average skills when they start in Reception. They make satisfactory progress, in some cases good progress, and reach levels just below those expected by the time they enter Year 1. By the end of Year 2, standards have risen well over the last three years, but are below average this year because 70% of this group have learning difficulties and/or disabilities. There has been good improvement in the number of pupils reaching above average levels overall. For the previous four years, no pupil had reached the higher than expected Level 3 in writing, but 15% of the pupils did so in 2005. This is just reward for the intensive staff development in promoting pupils' writing skills. However, imaginative writing across the school has rightly been identified as a weakness still. At the end of Year 6, standards in the 2005 national tests were broadly average and met tough targets. These pupils, including those with learning difficulties and/or disabilities, made good progress and achieved well since they started in Reception. The current Year 6 have done equally well. The increased percentage of pupils reaching above average levels marks a continuing improvement over three years. Comparative data show that, over those three years, the school's average results were in the top 25% of schools nationally. The school was nationally commended for this in 2005, in part because the standards reached were so high in mathematics and science in 2003, and in English in 2004.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. They enjoy their learning very much, saying that the staff make it fun as well as helping them to learn. The improvement in attendance from below to above average this year shows their determined interest. One parent said, 'They would come on a weekend if they could!' Pupils behave well and the strong sense of purpose they bring to their work allows lessons to flow. For example, in Years 1 and 2, pupils focused keenly on tests to determine whether push or pull, or both, was the key force in a range of physical activities. Pupils' spiritual, moral, social and cultural development is good. The 'buddy' system is valued by all and includes training to help them respect confidentiality, and in how to help other pupils understand right from wrong. Pupils learn well how to be safe and protect themselves, and how to live healthily: this aspect is a great strength of the school. Members of the school council are proud of their role in the school, and all pupils see themselves as important members of the school's community.

Excellent links with local businesses add very well to pupils' understanding of the world of work.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good, and occasionally outstanding. The staff plan together well as a team, under the careful and supportive direction of the headteacher. New members of staff value highly the support of their established colleagues. The professional development of recently qualified staff is well promoted, and staff development overall is a key factor in raising pupils' achievements, especially for children in Reception. Good relationships between staff and pupils are important in maintaining purposeful progress with humour and sensitivity. Developments in marking and assessing pupils' progress have involved them well, so that they know what they are learning, and how well and why. However, pupils do not have enough opportunity to develop their work in directions that they choose for themselves. Support staff make a good contribution to learning, especially for those with learning difficulties and/or disabilities. Teaching and learning in Years 5 and 6 are often outstanding. The pace of learning and the quality of creative challenge for pupils are exceptional, leading to very good progress, notably in mathematics.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and very well enriched by visits, talented visitors, extra-curricular activities and sporting events. The good focus on the core subjects of English, mathematics and science has raised standards. Also, improved facilities and staff training have led to good improvements in provision and progress in information and communication technology (ICT). The assistant headteacher leads curricular developments, both to ensure a full range of learning for all pupils and to develop themes and projects that link learning between subjects. For example, a very successful 'international week' involved pupils in studying history, geography and the biographies of famous people in a number of countries around the world.

### Care, guidance and support

#### Grade: 2

This aspect is good overall. Care, however, is outstanding. One school councillor said, 'The staff care about us so much that two of them have been on a first-aid course to help us if we hurt ourselves'. Parents feel that the staff look after their pupils diligently and trust them implicitly. Support in learning and personal development is good for all pupils, including those with learning difficulties and/or disabilities. Parents of some of these children explained how well they had developed under the guidance of the staff, with good support from local authority services. All pupils receive good help in understanding what they need to do to improve their learning. Teachers' marking of their work is variable, but the best examples give pupils clear and developmental guidance.

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## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher leads the school well. Her clear and sensitive leadership sets the atmosphere of purposeful progress for all pupils in a caring and happy environment. Parents recognise this, and rightly credit her with the good improvements that have taken place in achievement, and the school environment since her appointment three years ago. She has had good support from the staff and governors in taking the school forward. There have been important staff changes to manage, and tricky finances to balance during a time of falling rolls. The high quality of staff morale, the useful funding surplus and the pupils' good academic and personal development testify to the effectiveness of the procedures adopted. There are also good procedures to check the effectiveness of the school's work. These involve the whole-school community and lead to accurate judgements and clear priorities for improvement. Parents contribute very well, partly through the Friends' Association. Partnerships with them, the local community, local authority services and other schools are excellent. This is exemplified in the way that a governor raised contributions and support for new kitchen and library developments. The school gives good value for money, and is well placed to continue to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The Pupils

Copeland Road Primary School

West Auckland

Bishop Auckland

County Durham

DL14 9JJ

19 June 2006

Dear Pupils

Even though I was only in your school for two days, you made me so welcome that I felt like part of your community. Thank you for looking after me, answering my questions, and helping me to inspect your school. I don't think that I have ever seen so many sporting and other physical activities in a school in such a short space of time. Cricket and football competitions (congratulations on winning the 'World Cup'!), a penalty shootout, football training, cycling proficiency, and a trip around the world in that excellent World Cup assembly. I was exhausted just watching. No wonder that you have the Gold Active Mark again and the Healthy School Standard!

I agree with you that yours is a good school, with some excellent features. You do well in almost all aspects of your learning and clearly enjoy your lessons and other activities. Your parents said that you are very well looked after by the staff, and I agree with them. In fact, some of you said that the best thing about the school (apart from playtime) is the staff. They will be pleased to know that. Again, I agree that the teaching helps you learn well. You also help in this yourselves, by behaving well and trying hard to do your best to reach your targets. Your parents also feel that your school is well led and managed by your headteacher, the staff and the governors. I think so too. You are lucky to attend such a good school.

To help you learn better, I have asked the staff to help you write stories and poems using your imagination more: I know you can. I have also asked them to give you the chance to follow your own ideas more when you are trying out new skills. You can help by thinking up good ideas and letting your creative side have a good time.

With best wishes for your future.

Yours sincerely

Eric Jackson

Lead Inspector