



Lanchester Endowed Parochial Primary School

Inspection Report

Unique Reference Number 131168
LEA Durham
Inspection number 282177
Inspection dates 31 October 2005 to 1 November 2005
Reporting inspector Margaret Shepherd

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

Type of school	Primary	School address	Front Street
School category	Voluntary controlled		Lanchester
Age range of pupils	3 to 11		Durham, County Durham
Gender of pupils	Mixed	Telephone number	01207 520436
Number on roll	300	Fax number	01207 521432
Appropriate authority	The governing body	Chair of governors	Canon Peter Waterhouse
Date of previous inspection	1 May 2000	Headteacher	Mrs Jane Davis

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Introduction

The inspection was carried out by a team of three additional inspectors.

Description of the school

Lanchester Endowed Parochial Primary School serves the village of Lanchester and surrounding outlying areas. The school is a result of an amalgamation of separate nursery, infant and junior schools. The different buildings were joined together by corridors. There are fewer children with learning difficulties and/or disabilities than usual but the proportion of children with statements of special educational need is broadly average. There are fewer children entitled to free school meals than usual. All pupils are of white British heritage. Children enter the nursery on a part time basis with standards overall above the expected level. Some children leave the school at the end of the nursery year. A minority of children do not attend the nursery school and join the school at the beginning of reception. At the time of the inspection, the headteacher had only been in post for half a term and many of the coordinators had taken up new responsibilities for the same length of time.

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. The school judges itself this way and the inspectors agree. It provides good value for money. Children make a good start in nursery and reception, with particularly good progress in reading in reception. Achievement is good through the school with consistently higher standards over time than expected by Year 6. The exception is in mathematics in the infant classes where children's progress slows. Children's personal development is good and their behaviour is particularly good. Teaching is good. The school provides a stimulating curriculum, which is particularly rich in art and design and design and technology. Care and welfare are good. The accommodation is spacious but is not well suited to all learners' needs. Leadership and management are good. The headteacher has a very clear vision and has made a very good start in improving standards and personal development even further. Governors play an important role in maintaining continuity across the changes in the school. Coordinators are very enthusiastic. The school has a good capacity to improve. Improvement since the previous inspection is good.

What the school should do to improve further

- Increase progress in mathematics in infant classes by carrying out and monitoring the actions identified in the new numeracy development plan.
- Improve the design of the accommodation to suit the needs of all learners.

Achievement and standards

Grade: 2

Standards are higher than average and achievement is good overall. This confirms the school's own judgements. Children make a good start in the nursery and reception. Reception children make particularly good progress in reading and gain a great love of stories together with a very good knowledge of different letter sounds.

Progress in English and science is good in the infant classes, with more children achieving consistently well across the different levels. In contrast, children do not achieve well enough in mathematics. Despite children entering the school with higher standards than expected, by the end of Year 2 children are only matching national standards. The school has identified this weakness and has produced a clear action plan in order to raise standards in mathematics to match the other subjects.

Achievement is good in the junior classes. The gains children make between standards in Year 2 and Year 6 are higher than average. Children make up for the ground that they lost in mathematics. Boys achieve significantly better than average. Standards are higher than expected in art and design and design and technology.

Learners meet the consistently challenging targets that the school sets for them. There was a weakness in target setting in mathematics in the infant classes but this has now been addressed effectively. The school sets a high priority on progress of children with

learning difficulties and/or disabilities and they achieve well. More able children achieve well in the junior classes and in English and science in the infant classes. More able infant children achieve well in mathematics in the new sessions outside of the main classroom but do not achieve well enough in whole class lessons.

Personal development and well-being

Grade: 2

The school judges this as good and the inspectors agree. Children make a very good start in the nursery and reception, learning to work and play harmoniously together and gaining skills of independence. Relationships across the school are very good. Children have very positive attitudes to their work and try their best in lessons. They behave very well both in their classrooms and around the school, moving through the many long corridors very sensibly and safely. They have a very good understanding of right and wrong and respect each other's views. Attendance rates are satisfactory.

Children have a strong sense of their role in both the school and the village community. For example, they took great pride in making a guy in their art club for the village bonfire on Guy Fawkes night. Children take their responsibilities seriously and thoroughly enjoy carrying out different tasks throughout the school. The school council is very effective. Children develop a good understanding of citizenship from its work. They develop a good understanding of economic awareness through opportunities, such as costing out materials for design and technology. Children have a very good understanding of healthy lifestyles and of keeping safe.

Spiritual, moral, social and cultural development is good. Children respond well to the strong Christian ethos of the school. They show great sensitivity in their responses in different occasions, such as in assemblies, during story telling or when other children are showing their work to the class.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. This judgement agrees with the school's own self-assessment. Teachers work closely with teaching assistants to support children across different aspects of the lessons. Teachers provide good support for children with learning difficulties and/or disabilities and organise their learning carefully to match their needs. Children with statements of special educational need receive well focused support from classroom assistants. Assessment procedures for checking pupils' progress are good. Teachers plan carefully for more able children to provide challenging activities, apart from mathematics in infant classes, where expectations are not consistently high enough in lessons. In contrast, there are high expectations in English and science and children are expected to produce well organised and imaginative work, such as creating an advertisement for a lost multi-coloured cat.

Teachers manage behaviour very well through a combination of very good relationships and a clear outline of their expectations. The reception and nursery staff organise activities carefully to extend personal, social and emotional development. The teaching of reading in reception is outstanding and combines the teaching of technical skills very skilfully with an appreciation of stories.

Curriculum and other activities

Grade: 2

The school judges this as good and the inspectors agree. The curriculum is rich and stimulating and meets statutory requirements. The use of the creativity weeks provides very good opportunities for enriching the curriculum. The whole school focus in these weeks works very well. For example, the school was filled with wonderful dragons of all shapes and sizes as a result of one of these weeks based on a visit to an oriental museum. The school uses the swimming pool on its site well and all children learn to swim. French is a valuable addition in the curriculum. There is a wide range of extra-curricular activities and these are well attended. Parents and children really appreciate this facility. The reception and nursery plan well together to provide a relevant curriculum across their age groups. However, the physical separation between the two teaching areas reduces opportunities for children to benefit from each other's curriculum and resources. The school organises the curriculum for children with learning difficulties and/or disabilities very carefully.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. Inspectors agree with the school's own judgement of its provision. Staff are fully committed to caring for children. Teachers and support staff are well aware of different children's needs. The school provides a generally safe environment. It considers issues of safety carefully, such as risk assessments, particularly in the challenges of the accommodation, with its different playgrounds and range of steps and corridors. There is a clear focus on promoting healthy living, such as the provision of fruit throughout the school. There are good quality systems in place to support vulnerable children. The school works well with parents and values their views. Parents appreciate this. A typical comment was 'a friendly happy place...with a feeling of community, equality, with measures to improve daily life'.

Leadership and management

Grade: 2

Leadership and management are good. Despite the short time that the headteacher has been in her post, she has gained the confidence of children, teachers, governors and parents. She has high aspirations for raising standards even further and extending children's personal development and well-being even more. The management of changes that she has carried out this term has been very effective. The newly formed

senior leadership team are already operating efficiently. Coordinators are very enthusiastic about their roles and responsibilities. They approach innovations with relish. The special educational needs coordinator and numeracy coordinators have made a particularly good start in identifying improvements and implementing innovations. Governors play an important role in providing continuity over time, particularly across the current changes. They greatly value the role of the school in the village community. There is a clear commitment from leaders and managers to making sure all children are fully included in the school's work. The accommodation is spacious overall but there is much wasted space which is not suitable for children to use, such as the small size of the library and inappropriate siting of the toilets.

The school's self-evaluation is good. It values parents' and children's views and acts on their suggestions. The school has a good capacity to improve due to the very positive attitudes of the staff, the vision and determination of the headteacher and the support of governors and parents.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	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

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

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2 November 2005

Dear Children,

Thank you very much for welcoming us into your school. We really enjoyed talking to you and looking at your work.

The best things about your school are:

the quality of your work and the good progress you make through the school

your very good behaviour, particularly the way that you move around the school

the way that you try your best to produce good work in lessons

the way that you respond to the spiritual opportunities in assemblies or when you are listening to stories

the way that you take responsibility and all the different things you do in the village community – your guy for the bonfire was really lifelike!

your teachers and other staff, who work so well together

your very interesting curriculum, particularly the creativity weeks – your dragons were wonderful

all the extra activities you have after school

the way that all the school staff look after you and keep you safe

your new headteacher, who has already done lots of new things to make your school even better

your enthusiastic teachers who lead and manage different responsibilities through the school

your governors, who have worked hard for you for such a long time.

One of the things that we have asked your school to do is to help you make better progress in mathematics in the infant classes. The other thing we have asked is to make improvements to the buildings so that you have more variety in where and how you learn.

Best wishes,

Maggi Shepherd, David Earley, Joan Lock

Lead inspector and team inspectors

Annex B