

# Etherley Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	114097
<b>Local Authority</b>	Durham
<b>Inspection number</b>	311482
<b>Inspection date</b>	6 November 2007
<b>Reporting inspector</b>	G Clarke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P Wilson
<b>Headteacher</b>	Mr J S Copeland
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	Clarence Gardens Etherley Lane Bishop Auckland County Durham DL14 7RB
<b>Telephone number</b>	01388 603105
<b>Fax number</b>	01388 603105

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector gathered evidence from lesson observations, looking at pupils' work, assessment information, documents, interviews and discussions. He evaluated the overall effectiveness of the school and investigated the following aspects: pupils' personal development and well-being; teaching and learning; care, guidance and support; and leadership and management. Other aspects of the school's work were not investigated in detail but the inspector found much evidence to confirm that the school's own evaluations are justified, and these have been included in the report.

## Description of the school

Etherley Lane is an average size primary school which serves the north of Bishop Auckland, a locality where socio-economic characteristics are broadly average. The number of pupils eligible for free school meals is below average. Almost all pupils are from a White British heritage. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is below average. The school has the Healthy School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Etherley Lane provides a good education. Here, pupils' academic achievement is good and their personal development and well-being are outstanding. One of the many reasons why this school is so successful is the very effective leadership of the headteacher, ably assisted by his leadership team. Another is that all staff successfully uphold a clear philosophy that every child does matter, and promote Christian caring values.

Standards are above average and achievement is good. Pupils achieve satisfactorily throughout Key Stage 1. They begin Year 1 with abilities broadly typical for their age. In recent years they have reached broadly average standards in reading, writing and mathematics in the Year 2 assessments. Writing standards have not been quite as high as the others, and in 2007, as in 2006, more pupils reached the higher Level 3 in mathematics than in writing. Pupils in Year 6 achieved very well to gain standards in the 2007 tests that were significantly above average in English. Of particular note is that results in English have been significantly high over the past few years and in 2007, exceeded the school's targets at both Levels 4 and 5. However, mathematics results were close to the Level 4, target but did not meet it at Level 5. Given their starting points, pupils make exceptional progress and achieve outstandingly well in both English and science by the end of Year 6. Their achievement is good in mathematics.

The many displays of pupils' work show how an exceptionally wide range of activities have contributed to make their spiritual, moral, social and cultural development excellent. Pupils behave impeccably, both in classrooms and in the communal parts of the school. Managers of centres the school visits comment on the 'delightful' behaviour of pupils. Pupils' enthusiastic contribution to lessons and to school life, are vital factors in the good and sometimes excellent progress many make in learning. Their maturity and exceptional confidence, positive outlook, care and respect for each other, and politeness and courtesy towards adults all reflect how well the school helps them develop these attributes. Pupils thoroughly enjoy school and speak well about the friendships they make. Attendance is well above average. Pupils know the importance of good health and fitness; many boys and girls take part in voluntary walking and sports activities, and achieve success in competitions with neighbouring schools. They act safely and sensibly, and feel strongly that any bullying is seen in proportion to all the very good and friendly behaviour in school. Through their school council they help to enhance the school and the local community, for example by acquiring outside play equipment, fostering the 'buddy system' to support other pupils, and promoting charitable work to help worthy causes. The school choir brings enjoyment to people in the town at Christmas time, and to those in care homes. Year 6 pupils are very well prepared for their future because their basic and social skills are so well developed. Very effective arrangements with local secondary schools also ensure curriculum activities span the transition from Year 6 into Year 7.

Parents have total confidence in the school and their trust is fully justified. Although a very small minority feel that their views are not considered, or that bullying is an issue, inspection evidence supports the views of the overwhelming majority of parents who hold the school in very high regard. One parent's comments sum up their views, 'I am very happy with the progress my child is making at school. She is enthusiastic to learn and her teachers always encourage her to achieve her full potential... I am very happy with the education and confidence building she is receiving at Etherley Lane.'

Teachers and teaching assistants plan lessons very diligently together. They take good account of pupils' different abilities and provide activities that interest and challenge them. Pupils know what is expected of them, and work enthusiastically and industriously. The skilful way teachers and support staff work together ensures gifted and talented pupils, and those with learning difficulties and/or disabilities, all take a full part in lessons and achieve well. Pupils' well-being and their outstanding spiritual, moral, social and cultural development result from a particularly effective combination of good and excellent teaching and a rich variety of experience and opportunities throughout the curriculum. Visits and visitors play a particularly important part in extending and widening pupils' learning, and to their spiritual, moral, social and cultural development.

The school values each child as an individual and teachers follow pupils' progress carefully and help improve their personal, emotional and academic development. Excellent partnerships with external agencies contribute extremely well to support pupils' learning and development. Arrangements to safeguard the welfare of pupils are underpinned by procedures that meet current government requirements, and child protection procedures are in place and up-to-date. Pupils' work is rigorously assessed annually and a detailed track record of their progress is thoroughly analysed. This, coupled with teachers' personal knowledge of each child, is successfully used to help those falling behind, and in turn many make good progress. This process works well, although the school recognises that the centrally held records are not always kept up-to-date frequently enough.

Through working together harmoniously, the headteacher and governors ensure the school is well led and managed. As a result of diligent monitoring, shared with senior staff, they have a clear perspective of its work, although they are somewhat modest in judging some of their accomplishments. In turn, they have a very clear action plan to raise standards further by adopting more aspects of the National Primary Strategy. The school gets very good value from its resources to ensure pupils' outstanding personal development and improve their academic achievements. It follows a thorough process to set ambitious targets for improvement, based upon pupils' prior attainments and backgrounds. On the basis of successes this year and the high quality of teaching in school, even more ambitious goals are within its grasp. The school has successfully addressed all issues from the last inspection. Given its track record of sustained above average standards and high achievement, and the governors' and leadership's determination to raise standards even higher, the school has a good capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children join the Reception class with a range of skills which, for many, are below those typical for their age, especially in communication, language and literacy. Parents of new starters are delighted with the way their children settle very quickly and enjoy school. Of particular note is the way children quickly learn to follow classroom routines, and the way they enjoy and become thoroughly involved in activities. Children thrive and make good progress because of the very effective provision in this year, the last of the Foundation Stage, and move on with skills and abilities that are broadly typical for their age. Most reach all of the early learning goals. Of particular note is their outstanding progress in communication, language and literacy development, which results from small groups and outstanding teaching of this aspect. In turn, children have a secure grounding for their future achievement.

### **What the school should do to improve further**

- Raise standards of reading and writing in Key Stage 1, and of mathematics in Key Stage 2.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

7 November 2007

Dear Pupils

Inspection of Etherley Lane Primary School, Bishop Auckland, DL14 7RB

I really enjoyed my visit to your school. Thank you for helping me when I came into your assembly and classrooms to see you at work. You were exceptionally polite and really helpful, and I enjoyed talking to you immensely. I was especially impressed with those I met from last year's school council and those of you representing your classmates this year. It was great to see how much you enjoy coming to school and how you contribute to school life. I know the headteacher and the staff are all very proud of you. This is a good school.

Your school has a very welcoming atmosphere and is exceptionally well organised. I'm pleased that you feel safe and happy because all the adults in the school look after you very well. Many of your lessons are good and some are excellent. I was impressed with the way you work hard and like to take part. I like the way your teachers often share what you are going to do in lessons. Those of you who were in Year 2 last year did well in the assessments last spring, especially in mathematics. Pupils who were in Year 6 did exceptionally well, especially in English and science. The school is now going to help you rise to the challenge of reaching even higher standards, in reading and writing in Years 1 and 2, and in mathematics in Years 3 to 6.

All the visits, visitors, and activities during the day and after school give you very many opportunities at Etherley Lane Primary School to learn about life and these should stand you in good stead for the future. I hope that you all do really well.

Yours sincerely

Graeme Clarke

Additional Inspector