

Coppull Primary School and Children's Centre

Inspection report

Unique Reference Number	119206
Local authority	Lancashire
Inspection number	379753
Inspection dates	27–28 February 2012
Lead inspector	Melvyn Hemmings

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Richard Toon
Headteacher	Judith Stallard
Date of previous school inspection	4 March 2009
School address	Park Road Coppull Chorley PR7 5AH
Telephone number	01257 791237
Fax number	01257 795314
Email address	head@coppullprimary.lancs.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Melvyn Hemmings
Liam Trippier

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 17 lessons or parts of lessons taught by eight teachers. Discussions were held with members of the governing body, staff, groups of pupils and a local authority representative. They observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 45 parents and carers were scrutinised. There was no response to the on-line questionnaire (Parent View).

Information about the school

Coppull is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average, as is that of pupils with disabilities or special educational needs. The proportion of pupils with a statement of special educational needs is high. Most pupils are of White British heritage. The school has gained a variety of awards, including the Most Improved School Award for Sport, Eco-Schools Silver Award and has Healthy School status. The school meets the current government floor standards, which set minimum expectations for attainment and progress. The school offers a range of extended services for the local community through the on-site children's centre. The centre is subject to a separate inspection by Ofsted and inspection reports are published on the Ofsted website.

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

- Coppull is a good school. There has been good improvement since the last inspection. Its main strengths are the drive and ambition of its leaders, pupils' achievement, the quality of teaching, close links with the children's centre and the way pupils behave and feel safe. The main weaknesses that prevent it being an outstanding school are a lack of sufficient challenge at times in lessons and not all pupils being aware of the precise next steps to take to improve their work. Pupils' skills in exploring ideas for themselves are not well developed.
- Pupils achieve well and make good progress through the school. As a result, they reach broadly average attainment in English and mathematics by the end of Year 6. There is no significant difference between the achievement of boys and girls or between different groups of pupils. Those with disabilities or special educational needs make as much progress as others.
- Teaching has many strengths, with outstanding practice evident. Teachers have good subject knowledge, which enables them to explain new ideas confidently and clearly. They manage classrooms well, so that little time is lost and pupils remain fully engaged in their activities.
- Pupils are well behaved, polite and considerate to others. They have positive attitudes to learning and cooperate well to complete tasks. Pupils have a good understanding of how to stay safe. Attendance has improved and is above average.
- The headteacher, all other leaders and the governing body work effectively as a team to drive the school forward. There are high expectations of staff and pupils and these are responded to well. The good leadership of teaching and management of performance are key factors in the improvements in teaching and achievement. The curriculum is organised well and provides a wide range of imaginative experiences.

What does the school need to do to improve further?

- Raise achievement further by:
 - ensuring teachers always provide pupils with work that is sufficiently challenging
 - making sure pupils are aware of the precise next steps in their learning
 - improving pupils' skills in exploring ideas for themselves
 - sharing among all staff the outstanding teaching practice evident in school.

Main Report

Achievement of pupils

Pupils achieve well from their skill level on entering school, which is generally below that typical. They make good progress and reach broadly average attainment in English and mathematics by the end of Year 6. Pupils have positive attitudes to learning, showing enthusiasm in all their activities. They are attentive, concentrate for lengthy periods and collaborate well in pairs and small groups. Pupils are prompt in following teachers' instructions and advice, but their skills in finding things out for themselves are not as well developed.

In the Early Years Foundation Stage, children make good progress across all the areas of learning. They cooperate well in pairs and small groups, taking turns and sharing fairly. The strong emphasis on the teaching of phonics enables pupils to make good progress in linking letters and sounds. This was evident when children in Reception were learning to identify and say correctly words that contained 'ar'. Such activities contribute positively to their achievement in reading and writing.

Good progress is maintained throughout the rest of the school. Pupils' handwriting is neat and they present their work well. They can write clearly in a variety of styles to express their ideas and feelings, including narrative and poetry. Pupils say they enjoy reading and talk with enthusiasm about their favourite books and authors. Attainment in reading is broadly average at the end of Key Stage 1 and by the time pupils leave school. Pupils have secure mathematical calculation skills, including quick mental recall. They are competent at using them to solve real-life number problems.

There is no significant difference between the achievement and the quality of learning of different groups. This includes boys and girls and pupils known to be eligible for free school meals and those who are not. Pupils with disabilities or special educational needs are given well-targeted extra support to make sure they make the same progress as other pupils. In their questionnaires, almost all parents and carers agreed that their children were making good progress at the school. Inspection evidence shows this is an accurate view.

Quality of teaching

The close links with the children's centre mean that children settle down quickly to school routines when they start in the Nursery. Adults work well together to plan activities that are practical and often linked to children's personal experiences. The good balance between activities that are led by adults and those initiated by children makes a positive contribution to their development as independent learners. Children play happily together and enjoy their

activities, as one child commented, 'I like school because we have lots of fun and learn new things.' In Key Stages 1 and 2, lessons proceed at a brisk pace so that no time is wasted and pupils' interest is maintained. Teachers use a wide range of resources successfully, including information and communication technology, to act as an initial stimulus in lessons and to motivate pupils. Classrooms are managed well, so there is no disruption to learning. In the best lessons pupils made rapid progress because imaginative teaching generated high levels of enthusiasm and ensured that pupils' individual needs were met exceptionally well. This was evident in a mathematics lesson for pupils in Year 6, in which they were developing their understanding of how to convert fractions to decimals. Marking and discussion are used well to provide pupils with general areas for improvement. However, they are not as effective in ensuring pupils know the precise next steps they need to improve. Occasionally, the activities provided for pupils lack sufficient challenge and this slows their progress. Teaching assistants are deployed effectively to support all pupils, especially disabled pupils and those with special educational needs

In their questionnaires, almost all parents and carers agreed that their children are taught well at school. Inspection evidence shows that this is an accurate view. Teaching impacts positively on pupils' spiritual, moral, social and cultural development. This is shown in the high expectations of pupils' behaviour and the many opportunities provided for pupils to work collaboratively to share ideas and carry out tasks. The curriculum is planned effectively to enable pupils to use their literacy and numeracy skills to support their learning in a variety of subjects.

Behaviour and safety of pupils

The school is a friendly and welcoming place in which to learn. Pupils behave well and act responsibly in and around school. They engage well in lessons and are considerate to the needs of others. As a result, any disruption to learning is minimal. Staff, parents, carers and pupils overwhelmingly say that behaviour is good and has been over time. The close working arrangements with the children's centre have enabled effective support to be given to families who have children with behavioural difficulties. This has resulted in significant improvement in the attitudes of the few pupils who find it difficult to act responsibly at times. Pupils have a good understanding of the different types of bullying, including verbal, physical and racist. They say such behaviour is very rare and is dealt with quickly by staff if it does occur.

All parents and carers agreed in their questionnaires that the school keeps their children safe. Pupils say they feel safe at all times in school. They have a good understanding of how to stay safe. This is promoted through the curriculum, such as by pupils being taught about road safety and how to use the internet safely. Pupils take on a variety of responsibilities willingly, including being a school councillor or reading buddy. In so doing, they add to the life of the school. This is seen in the work of the school council who were involved in the designing of the much-improved outdoor areas and in raising funds to purchase play equipment for break and lunchtime.

Pupils' enjoyment of school is seen in their above average attendance and their punctuality. The school identified a few pupils who were persistently absent and, through the children's centre, worked with families to address the issue. This has proved successful and such absence is now minimal. Parents and carers are appreciative of the care taken of their children while in school. Two comments are typical, 'The school's ethos is a caring one and problems are dealt with,' and, 'My child thrives at school and loves every minute.'

Leadership and management

The headteacher is passionate about providing pupils with a high quality education. Her ambitious vision for further development is shared by all involved in the life of the school. Morale among staff is high. The governing body is supportive of the school and influential in shaping its direction. Good quality professional development, at times in conjunction with the children's centre, has improved the quality of teaching and accelerated the progress made by pupils. Robust monitoring and evaluation procedures provide leaders with an accurate picture of the school's strengths and weaknesses. The information gained is used effectively to prioritise and plan for further development. The school's track record since the last inspection shows the capacity for taking the school forward is good.

Safeguarding arrangements are thorough and meet requirements. Training for all staff, particularly for child protection, is of good quality. The promotion of equality of opportunity for all pupils to be successful and the tackling of discrimination are good. As a result, pupils' outcomes are positive and any unevenness between different groups is minimal. Partnership with others, including the children's centre, contributes effectively to pupils' good achievement and progress.

The good curriculum is enhanced by a variety of enrichment activities, including well-attended extra-curricular activities. The much improved provision for sporting activities was recognised by the award of 'The Most Improved School Award for Sport' by the Chorley Sports Partnership. Visits to places of educational interest, including the local nature reserve at Birkacre, and opportunities to work with a variety of visitors, effectively extend pupils' skills and widen their horizons. In the Early Years Foundation Stage, curriculum planning for the outdoor area effectively builds upon learning that has taken place indoors. Pupils' spiritual, moral, social and cultural development is promoted well. It is enhanced by opportunities for pupils to learn about cultures different to their own, such as by a visit to a Hindu Temple and by celebrating Chinese New year and Diwali. Good engagement with parents and carers ensures they are involved successfully in their children's learning.

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.



29 February 2012

Dear Pupils

Inspection of Coppull Primary School and Children's Centre, Chorley, PR7 5AH

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

Inspection judgements show that yours is a good school and that:

- it has improved well since the last inspection
- you achieve well and attain average standards in English and mathematics by the end of Year 6
- the curriculum provides interesting activities, including visiting the local nature reserve at Birkacre
- you feel safe in school and learn a lot in lessons, as indicated in your questionnaires
- your behaviour is good and you are polite and interested in others' views
- you enjoy school, as is shown by your above average attendance.

We have now asked your school to:

- make sure teachers always give you work that makes you think hard
- ensure you know the precise steps to take to improve your work
- improve your skills in finding things out for yourselves
- share the outstanding teaching practice evident in school among all staff.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.