

Coppull Parish Church of England Primary School

Inspection report

Unique Reference Number	119470
Local authority	Lancashire
Inspection number	379814
Inspection dates	8–9 November 2011
Reporting inspector	Kevin Johnson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Mark Taylor
Headteacher	Maria Brennan
Date of previous school inspection	18 June 2009
School address	Roe Hey Drive Coppull Chorley PR7 4PU
Telephone number	01257 791669
Fax number	01257 794840
Email address	head@coppullparish.lancs.sch.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 rates 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



Introduction

This inspection was carried out by three additional inspectors who observed 16 lessons involving seven teachers. Meetings were held with staff, members of the governing body and groups of pupils and parents and carers. Inspectors observed the school's work, and analysed national assessment data and the school's assessments, school policies and minutes of governing body meetings, curriculum documentation and that relating to safeguarding. Also taken into account were 44 questionnaires returned from parents and carers, as well as those completed by staff members and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is the school's evaluation of pupils' progress and achievement accurate?
- Are higher-attaining pupils always challenged as well as they should be in writing?
- Is the new management structure firmly embedded, and what is its impact on raising attainment?

Information about the school

Almost all pupils in this slightly smaller-than-average-sized primary school are White British. An average proportion of pupils are known to be eligible for free school meals. Similarly, the proportion with special educational needs and/or disabilities is also average.

Before- and after-school care is provided on site by the school. The school enjoys Healthy School status, holds the Activemark and has achieved a Learning Excellence award for its work to promote reading.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Leaders and managers have steered the school effectively through a period of staff change, which has had a positive impact on some key areas of the school's work. There are improvements in the provision for children in the Early Years Foundation Stage. The overall quality of teaching and learning has strengthened and this has had a positive impact on pupils' attainment. Pupils' good personal qualities are underpinned by their excellent understanding of how to keep themselves safe. Their spiritual, moral, social and cultural development is, overall, outstanding. Leaders have a clear and accurate view of the school's work through their rigorous self-evaluation which involves all staff and includes the views of parents and carers and demonstrates good capacity for sustained improvement.

Pupils enjoy school, make good progress and achieve well. When children enter Reception class their stages of development are broadly typical for their age, but the areas of communication, language and literacy and mathematical development, for some children, are below expectations. Good provision ensures that most are working securely within the early learning goals when they enter Year 1, and some are more advanced. Good progress continues through the school. By the end of Year 6, there is an improving picture of attainment. Mathematics rose to above average in the most recent national tests, but attainment in English is average, partly because pupils who were higher attaining in writing at Key Stage 1 did not reach the expected level in English at the end of Year 6. This is a focus for improvement in the school.

Most teaching is of good quality and accounts for pupils' good progress. Some outstanding teaching was seen but there is also some that is no better than satisfactory. The curriculum engages pupils well by enabling them to practise and develop skills in a creative and enjoyable way. Pupils say that they feel very safe in school. This is consistent with the good quality of care, guidance and support provided.

Leaders and managers are strongly committed to and successful in promoting school improvement. Pupils' attainment and their progress and the quality of provision are monitored closely. The governing body contributes well to the direction of the school and, with staff, ensures that children stay safe. Nevertheless, while practical measures taken to ensure pupils' safety and well-being meet requirements and are satisfactory, written records are not updated as rigorously as they should be.

What does the school need to do to improve further?

- Raise attainment in English by:
 - sharpening the advice given to pupils about their writing so that they know precisely what they need to do to improve
 - ensuring that those pupils who attain highly in Key Stage 1 make the necessary progress to reach expected levels in writing at the end of Year 6
 - eliminating the inconsistencies in the quality of teaching in this subject and increase the proportion of that which is outstanding.
- Improve the overall quality of safeguarding by ensuring that all records are rigorously maintained.

Outcomes for individuals and groups of pupils

2

Pupils learn well in lessons because they are attentive and well behaved. There are good opportunities for them to work together, such as discussing problems with partners or working in groups. This allows them to test ideas and clarify their thinking. For example, a group of pupils worked very effectively as a team, using the electronic whiteboard to display different measures of capacity so they could discuss the measuring scales used and record accurately. Pupils know what is expected of them in lessons. They apply their skills well and use resources sensibly.

Attainment in mathematics at Key Stage 2 is above average and demonstrates the good progress made in the subject. The school has focused well on raising attainment in reading and effectively begun to engage boys more productively in writing in order to raise the average attainment in English to match that seen in mathematics. Pupils' current work and the school's rigorous assessment show good progress towards that target. Expectations in writing for higher-attaining pupils, however, are not clearly enough communicated; consequently they do not all reach the standards they should. Attainment at Key Stage 1 is average. Progress in Years 1 and 2 has been steady over time but is currently gathering more pace because of improved and more settled teaching. Pupils with special educational needs and/or disabilities are supported well. Individual education plans pinpoint very clearly their particular areas of need. Sensitive and skilful support means that these pupils make good progress from their relative starting points.

Pupils' personal development outcomes are a significant strength. Pupils are reflective about their behaviour and relationships with one another and show genuine concern for others. They strongly uphold positive values and beliefs with regard to bullying and racist behaviour. Through their work as members of the school council and 'playtime pals', for example, they ensure that all pupils have a say in school improvements and that a sense of 'fair play' is maintained. Pupils fully understand the importance of a sensible diet and regular exercise and there is a high take-up of places in sports clubs after school. Attendance is above average and pupils' ability to share problems and take on additional responsibilities make a good contribution to their effective preparation for future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

A good strength in teaching is the way in which teachers question pupils during lessons and continually check their learning. Teachers value the contributions that pupils make and are quick to capitalise on ideas to extend learning or correct misconceptions. This encourages pupils to think and to share ideas about the lesson. Where teaching is most effective there is real urgency in the pace of learning. Assessment is used well to plan tasks best suited to pupils' varying abilities. Excellent provision and use of resources make the lesson challenging and fun. Most lessons are planned well to build systematically on what pupils have already learned. Expectations are usually high. Good subject knowledge means that teachers deliver lessons confidently and at a good pace. Relationships in classrooms are good and, at times, exemplary. Teaching assistants make a valuable contribution to pupils' learning. They work well with class teachers, understand pupils' needs well and work skilfully with groups and individuals during lessons. Nevertheless, there are some inconsistencies in the overall quality of teaching which, at times, hinder progress in lessons. On some occasions, the pace of learning slows because teachers' introductions are unnecessarily long, which means that pupils are not engaged in practical learning quickly enough. Sometimes there is too little difference between the work set for pupils of varying abilities, and this particularly affects the achievement of higher-attaining writers in Key Stage 2.

The curriculum provides a good measure of enjoyment and variety for pupils and enables them to achieve well. Revised systems for shared planning and the management of the curriculum are beginning to have a positive effect on the way in which learning is linked across subjects. There is an increasing focus on developing writing skills across subjects but higher-attaining pupils are not consistently planned for. Provision for information and communication technology is good and pupils' horizons are broadened by their experience of more than one modern foreign language. A wide selection of activities to enrich learning and foster differing skills and interests make a good contribution to pupils' personal development.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Parents and carers endorse pupils' views that they are well cared for in school. Pupils are confident that help from an adult is always available when needed. Most parents and carers are happy with the information they receive about their children's progress and well-being. There are supportive arrangements for pupils when they join the school and upon transfer to the next. Pupils who arrive before and stay after school are provided with a good level of care. Those in charge are vigilant and take care to ensure that pupils' needs are properly met. Attendance is closely monitored in order to maintain its current above-average rate. The guidance which leads to pupils' good personal development is rooted in the school's strong Christian values. Provision for pupils who are considered to be potentially the most vulnerable is exceptional. Some parents and carers comment that, 'The school could not do more to get the support the children need.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers at all levels drive improvement well. Clear communication between senior and middle managers means that high expectations are in the main effectively maintained. All contribute well to monitoring and accurate self-evaluation, and leaders, managers and the governing body share a strong ambition for the school's further success. Teaching and learning is managed well. Astute appointments to the teaching team, followed by developmental monitoring and support, have enabled new teachers to settle into their roles and contribute well to the school's improved performance.

The governing body supports and challenges effectively and helps to shape the future direction of the school. Its relationships with the school, as well as with parents and carers, are purposeful and ensure that members of the governing body have a good understanding of the school's strengths and areas for improvement. The governing body ensures that safeguarding procedures meet requirements. There is appropriate rigour in its attention to site security and training for all staff, but some aspects of written policies and procedures have not been kept fully up to date.

The school is ambitious for all of its pupils. To that end, all forms of discrimination are challenged strongly. The school has taken decisive action not only to promote a culturally harmonious community but to ensure best opportunities, equally, for all pupils. Attainment between different groups is checked robustly and the governing body is paying close attention to improving the progress and achievement of higher-attaining Key Stage 2 pupils in writing.

Community cohesion is promoted well. The school has fostered good links with local community groups, including members of the blind community who come into school

to share their skills in art. Communication with a school outside the area, which has contrasting ethnic and religious characteristics, is growing. School leaders recognise that the global aspect of community cohesion is in need of further development.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage settle quickly into daily routines and get off to a good start because they are well cared for and feel safe. The reception teacher and classroom assistants are very watchful over children’s general health and well-being. They establish good links with parents and carers, provide a welcoming environment and keep a close watch on children’s progress and the next steps they need to take. As a result children gain in confidence, get on well with others and develop good levels of independence.

Teaching is good and children enjoy the variety of ‘fun’ strategies used by the teacher. For example, when discovering patterns and sequences, they enjoyed sorting out sequences of colour, boy-girl, long-short and items of clothing from the class ‘laundry basket’. The teaching of letters and the sounds that they make is well planned. Children’s good progress in this area of learning ensures that they tackle early reading and writing with confidence. Nevertheless, staff are aware that writing, especially that of boys, requires thoughtful provision and close monitoring. There is a good balance between the activities led by adults and those which children choose for themselves. The outdoor area is used well throughout the day to engage children in play, to follow up what they begin in the classroom and to develop good problem-solving and social skills by working with others. There is good transition into Year 1 where children continue to benefit from the style of provision which helps them to thrive in the Reception class.

Overall effectiveness of the Early Years Foundation stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

A small minority of parents and carers returned completed questionnaires. Of those a very large majority expressed entirely positive views about the school. This is consistent with the views gathered from inspectors' discussions with parents and carers throughout the inspection and comments submitted following school 'open days'. A very small number of parents and carers raised concerns, largely linked to communications with the school and their children's progress. All concerns were discussed with school leaders, while ensuring that the anonymity of parents and carers was always protected.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coppull Parish Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	48	21	48	1	2	1	2
The school keeps my child safe	26	59	17	39	0	0	0	0
The school informs me about my child's progress	13	30	23	52	5	11	2	5
My child is making enough progress at this school	12	27	26	59	2	5	3	7
The teaching is good at this school	14	32	25	57	1	2	2	5
The school helps me to support my child's learning	11	25	27	61	3	7	2	5
The school helps my child to have a healthy lifestyle	23	52	16	36	3	7	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	41	18	41	5	11	1	2
The school meets my child's particular needs	17	39	18	41	6	14	3	7
The school deals effectively with unacceptable behaviour	11	25	24	55	6	14	0	0
The school takes account of my suggestions and concerns	11	25	22	50	4	9	3	7
The school is led and managed effectively	13	30	23	52	3	7	0	0
Overall, I am happy with my child's experience at this school	15	34	22	50	2	5	3	7

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and 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.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



10 November 2011

Dear Pupils,

Inspection of Coppull Parish Church of England Primary School, Chorley, PR7 4PU

Thank you for the very warm welcome you gave us when we came to inspect your school recently. It was a pleasure to talk to you, not only because you are so polite and well mannered, but because you had some interesting things to tell us about your school. You told us how much you enjoy school and that your lessons are fun, and how you get on well with each other. We agree with you.

We also found out some things for ourselves. For example, your attendance is above average. Well done for that! Your teachers work hard to plan interesting and exciting ways for you to learn and the grown-ups in school take really good care of you.

Yours is a good school. You make good progress and achieve well by the end of Year 6. However, your attainment in mathematics is better than in English. Therefore, we have asked your school leaders to raise your attainment in English by making sure that all of you, but especially those able to reach the highest levels, are challenged well in writing and that more of your lessons are as good as the very best. The second thing we have asked is that school leaders make sure that they keep all important information and records up to date all the time.

Yours sincerely

Kevin Johnson
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.