

Cop Lane Church of England Primary School

Cop Lane, Penwortham, Preston, Lancashire, PR1 9AE

Inspection dates 13–14 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils are highly motivated, enthusiastic learners who enjoy everything they do at school, saying 'Learning is fun', and, 'We are very happy with school the way it is'.
- Achievement is outstanding and pupils' attainment is well above average in English and mathematics. Pupils, including those with special educational needs and those supported by the pupil premium, consistently make good or better progress.
- Outstanding teaching, supported by very skilled teaching assistants, provides imaginative, stimulating activities that capture pupils' interest and inspire them to want to learn more.
- Parents are very positive. 'Each child really matters' was a typical comment.
- Outstanding behaviour supports learning very well and ensures the school is a calm, harmonious environment. Pupils feel very safe and are unfailingly considerate of their own and each other's safety and well-being.
- The wealth of opportunities provided by the rich, creative curriculum promotes learning and pupils' spiritual, moral, social and cultural development extremely well. Pupils are very well prepared for future learning.
- The headteacher's inspirational leadership is ably supported by the very strong, highly committed team of staff and governors. Working relentlessly, school leaders have successfully driven the school forward and secured improvements on all fronts, since the previous inspection, most especially on raising achievement and the quality of teaching.

Information about this inspection

- The inspection team observed 16 lessons, listened to a number of pupils read and scrutinised pupils' work-books and progress records.
- They held meetings with pupils, parents, staff, members of the governing body and the representative of the local authority.
- School documents and national data, procedures for gathering an accurate picture of the school's performance and assessing the quality of teaching and learning and safeguarding arrangements were checked.
- Inspectors took account of the 57 responses to the online questionnaire (Parent View) and scrutinised the 20 questionnaires completed by staff.

Inspection team

Kathleen McArthur, Lead inspector

Additional Inspector

Gillian Burrow

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average sized primary school.
- The large majority of the pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, those in local authority care and the children of armed services families) is below the national average. In this school this applies only to pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is well below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher is seconded for one day each week as an associate advisor to five schools in the local authority.
- A private provider offers before- and after-school care for pupils. This provision is subject to a separate inspection and the report can be found at www.ofsted.gov.uk.

What does the school need to do to improve further?

- Further accelerate the rapid headway being made in eliminating any remaining minor gaps in achievement in writing for boys, by fully embedding the good practice found in the school.

Inspection judgements

The achievement of pupils

is outstanding

- Children start school in the Early Years Foundation Stage with skills typical for their age. Knowledgeable teaching and well-balanced, stimulating activities in the welcoming setting make children feel secure very quickly. They enjoy investigating when outside, hunting for hidden numbers or digging in the garden area. Children progress very rapidly in all areas of learning and enter Year 1 with skills above those expected for their age.
- At the end of Year 2, pupils' attainment is well above the expected levels in reading, writing and mathematics. By the end of Year 6, attainment is significantly above national expectations and in 2012, almost two-thirds of pupils did better than this in mathematics.
- A high proportion of pupils make more than expected progress. Pupils make rapid, sustained progress in all subjects as they move through school. The creative curriculum enables them to use and enhance their literacy and numeracy skills in different subjects, for example, when retelling Bible stories or charting the results of science experiments.
- The school's progress tracking data show that pupils currently in Year 2 and Year 6 are well on course to meet their challenging targets at the end of the year.
- Reading is taught very well. In the last check on phonics (pupils' understanding of letters and the sounds they make), very nearly all pupils reached the expected standard. Boys and girls read widely and regularly with great enjoyment. 'I am a big fan of fiction' said an older pupil, and younger pupils know to 'sound out and blend letters' when they meet a new word. They choose from a variety of reading material, name many favourite authors and gain a varied vocabulary that enables them to express their ideas eloquently.
- Girls have slightly outperformed the boys in writing. To overcome this, staff include writing topics that capture boys' imagination very well, such as space, endangered animals or natural disasters. Data show this is proving very effective and the difference is rapidly decreasing, but the very small gap in performance remains the focus of improvement priorities.
- Carefully directed funds provide additional support for those pupils known to be eligible for free school meals and in receipt of the pupil premium, which ensures that they progress as rapidly in reading, writing and mathematics as their classmates. In 2012, their attainment in English and mathematics was above that of similar pupils nationally, but just below that of their classmates. The school's tracking information shows this was due to some very specific individual circumstances and these pupils are now attaining at least in line with and often above their classmates.
- Disabled pupils and those with special educational needs receive very skilled and well-organised provision, closely matched to their individual needs so they progress as well as their classmates.

The quality of teaching

is outstanding

- Pupils say, 'Teachers are understanding and always ready to help'. High-quality relationships between staff and pupils are major factors in pupils' rapid and sustained progress and enjoyment of learning.
- As they move through the school, pupils become increasingly independent learners, due to teachers' very skilled, open-ended questioning. This draws out their ideas and promotes thinking and reasoning skills, for example, when Year 6 pupils were given a limited number of questions to determine a mystery number.
- Staff make full use of their excellent subject knowledge to stimulate and challenge pupils in all subjects. Classroom displays are attractive and informative, provide very useful learning prompts and celebrate pupils' hard work and best efforts.
- Imaginatively planned, well-structured lessons move along at a brisk pace, keeping pupils 'on their toes' and actively learning so they work hard and concentrate well. Tasks are clearly

explained and carefully adapted so that work is set at the right levels for pupils' different needs and abilities. Teachers check pupils' understanding during the lessons so every moment is used for learning.

- Teaching assistants provide very skilled, committed support, particularly for pupils with special educational needs and those whose circumstances make them potentially vulnerable so they progress as well as their classmates.
- Pupils know their learning targets, and their progress is rigorously monitored by teachers and senior leaders using the school's very informative and accessible tracking system.
- High-quality, thorough marking is a strength across the school. Pupils value teachers' comments, saying they help them do even better by clearly indicating their next steps. Pupils often 'self-assess' their learning, using 'thumbs up' in the younger classes or through written comments in the older classes.

The behaviour and safety of pupils are outstanding

- Outstanding behaviour makes the school a calm and happy place for everyone. Pupils behave exceptionally well in lessons which supports their excellent progress.
- Pupils are always friendly, polite and eager to help. They show respect, care and consideration for each other and staff, reflecting the courtesy and respect shown to them by all staff. Older pupils are very keen to help and care for younger ones
- Staff apply the behaviour management system consistently and school records show that outstanding behaviour is typical. Pupils know and understand the need for school rules and think they are fair. There have been no exclusions.
- Pupils feel extremely safe in school. They trust the staff and know they always listen if they have any problems. A few parents feel bullying is not dealt with well. However, pupils say it is an extremely rare occurrence and is sorted out very quickly, and inspectors agree.
- Pupils know that bullying can take different forms such as name-calling, malicious texts or emails and say the recent anti-bullying week was very useful in giving them ways to care for their own safety.
- Attendance is above average and pupils arrive in good time each day. Parents agree that their children are happy, safe and well looked after at school.

The leadership and management are outstanding

- The headteacher has a highly ambitious view of how good the school can be, and has successfully nurtured a fully committed team of leaders and staff. Their shared vision is set out in tightly focused plans to continue to improve the school and accelerate pupils' progress. Ensuring all pupils have equality of opportunity for high quality learning is given the highest priority.
- Staff morale is high. Sharply-focused checks on teaching, including the work of the support staff, give staff clear guidance for improvement. Extremely strong management of teachers' performance and the programme of staff training have resulted in teaching and learning of outstanding quality.
- Well-established tracking systems pinpoint any areas where extra help is needed. This help is swiftly directed so no pupil or group of pupils fall behind, and high-quality support and well-considered tasks are rapidly eliminating minor differences between boys' and girls' achievement in writing.
- The exceptionally rich, creative curriculum meets pupils' different needs, stimulates and builds on their curiosity and has a very positive effect on their behaviour and safety. By linking subjects through topics, pupils have many opportunities to use and extend their reading, writing and mathematical skills. Year 2 pupils' studies of Italy were enhanced by a visit to an Italian restaurant where they enjoyed tasting various foods. Music, sport and art have a high profile,

and together with the range of visits and after-school clubs, make a strong contribution to pupils' excellent spiritual moral, social and cultural development.

- The school works successfully with parents, keeping them well informed through newsletters, meetings, the website and text messages. Parents welcome invitations to class worship and appreciate the 'Learning logs' that enable their children to extend their studies of classroom topics at home.
- The local authority provides good support for the school, contributing to both staff and governor training.
- Safeguarding requirements meet all current requirements. Child protection and first-aid training is up-to-date and the school is well maintained.
- **The governance of the school:**
 - The governing body are very well informed. Governors ask searching questions and rigorously challenge the leaders, using assessment data to compare the school's performance with that of others. They have a very good grasp of the strengths of the school, including the quality of teaching and learning, and what is needed to ensure further improvement. Governors check how effectively pupil premium funding is used to overcome any barriers to learning. They manage finances very wisely, for example, to provide additional teaching assistants, which has helped to raise pupils' achievement. The governing body ensures the outcomes of staff performance reviews are related to any rewards for good teaching and are used to improve teaching and develop the skills of leaders at all levels.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	119363
Local authority	Lancashire
Inspection number	403384

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	205
Appropriate authority	The governing body
Chair	Mr C Teague
Headteacher	Miss P Carter
Date of previous school inspection	6 December 2007
Telephone number	01772 743131
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