

Coupe Green Primary School

Coupe Green, Hoghton, Preston, Lancashire, PR5 0JR

Inspection dates 29–30 April 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards have improved and are now above average in reading and mathematics and close to being above average in writing, but they are not quite there yet.
- Good quality teaching leads to pupils' good progress and rising standards, especially in Key Stage 2 and in the Reception/Year 1 class.
- Children in the Early Years Foundation Stage make good progress, especially in their early reading and writing, because they are taught well and quickly grasp how to link letters and sounds to help them read and write.
- Staff, pupils and other adults all look after and cherish the school environment and grounds so that they are exceptionally attractive and welcoming.
- Pupils' behaviour is good. Pupils describe it variously as 'great', 'exceptional' and 'respectful'. They feel safe, get on well together and are very mindful about using their manners.
- Pupils' achievement and the quality of teaching have improved because of strong, determined leadership. The headteacher, middle leaders and the governing body have put their stamp on the school by communicating high expectations and aspirations for their pupils.

It is not yet an outstanding school because

- Teaching is not consistently good especially in Key Stage 1 when pupils' progress slows. Most make expected progress but it is not always good because the quality of teaching has not been effective enough over time.
- Pupils' work is not checked in a consistent way throughout the school to see whether pupils act on guidance in marking to improve their work.
- Not enough pupils, especially in Key Stage 1, have developed a secure grasp of basic writing and number skills and spelling is comparatively weak across the school.

Information about this inspection

- The inspector observed teaching in all classes. The inspector observed ten lessons and part lessons, including one observed jointly with the headteacher. The inspector observed pupils' behaviour in lessons, around the school and in the playgrounds.
- Discussions were held with pupils, three members of the governing body, senior and middle leaders and a representative from the local authority.
- The inspector listened to pupils read and reviewed their work, including a scrutiny of pupils' work with the headteacher and middle leaders.
- The inspector examined a number of documents including: the school's plan for further improvements; its use of the primary school sport and the pupil premium funding; records of governing body meetings; arrangements for keeping pupils safe and information about the standards and progress of pupils across the school.
- The views of parents were taken into account by looking at their responses to school questionnaires and 30 responses to the online Parent View survey.
- Staff views were reviewed by analysing questionnaires completed by eight staff and in discussions held with staff throughout the inspection.

Inspection team

Marie Cordey, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average sized primary school.
- All but the Year 6 class consist of mixed-age groups.
- The vast majority of pupils are of White British heritage. A very small number of pupils are from minority ethnic backgrounds.
- The proportion of pupils who are eligible for support provided by the additional government funding, the pupil premium, is low. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- A large proportion of the current Year 6 pupils joined the school at times other than the usual times.
- In 2013, the school met the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The headteacher took up post in the summer term of 2013.
- At the time of the inspection, one class teacher was absent.

What does the school need to do to improve further?

- Further improve pupils' rates of progress and raise standards in English and mathematics by:
 - ensuring that basic skills in number and literacy are taught consistently well in all classes, emphasising the teaching of spelling across the school
 - ensuring that teaching in Key Stage 1 improves quickly and builds more effectively on the skills achieved in the Early Years Foundation Stage
 - checking that pupils act on teachers' guidance for improving the quality of their work
 - providing further training for support staff in order to increase their knowledge and skills.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good because they make good progress from their various different starting points in this small school. Standards have risen to above average by the end of Year 6 because weaknesses in teaching have been tackled effectively and targets for pupils' progress are more challenging.
- Standards in the national tests for pupils at the end of Key Stage 2 in 2013 were above average in reading, average in writing and a little below average in mathematics. This represented expected progress overall, although a number of pupils did not do as well as they should in writing.
- Standards in reading have been consistently above average by the end of Year 6 and these skills have been successfully built on to improve standards in writing. Punctuation and grammar skills are taught well so pupils' progress in these areas is strong. However, spelling is weaker across the school.
- A precise programme of specialist mathematics teaching, small group teaching to make up gaps in pupils' knowledge and teachers' high expectations have contributed to raising standards in mathematics to above average by the end of Year 6.
- The most able pupils are consistently challenged to achieve well in Key Stage 2 and consequently, the number of pupils who are working at Levels 5 and 6 have risen.
- Standards in Key Stage 1 have been inconsistent. Whereas some pupils in Year 1 attain standards that are above expectations and make good progress, others in Year 1 and Year 2 have made slower progress. Teaching has not helped them to extend the skills they gained in the Early Years Foundation Stage.
- Rigorous new assessment arrangements in Key Stage 1 set up by the headteacher show a better picture. Standards are now similar to the average in all subjects and this was confirmed by inspection evidence. However, as yet not enough pupils make good progress and some pupils do not gain the basic skills of number and writing well enough. Their knowledge of the sounds letters make and their ability to link them together to read and write in the Reception class are not consistently built upon in Key Stage 1.
- The standards of pupils with special educational needs are average and they make good progress because of good teaching and support. Occasionally, support is less effective because support staff have some gaps in their knowledge and skills in subjects and in the most effective ways to develop pupils' understanding and achievement. The school identifies the needs of pupils who arrive part way through their education and provides tailored support and good teaching to ensure that they make good progress.
- The standards of pupils who receive the pupil premium funding are similar to those of other pupils in the school in reading, writing and mathematics. Their progress is similar to those of other pupils and often it is better because of the effective use of pupil premium funding to provide additional support and small group teaching. There are no gaps between the standards of pupils known to be eligible for free school meals and that of other pupils.
- Children start school in the Early Years Foundation Stage with widely varying levels of development from year to year. Currently, their reading, writing, speaking, listening and number skills were below those typical for their age when they started. The previous year they were similar to the expectations for their age. Children make consistently good progress, whatever their starting points, because of good teaching and a sharp focus on teaching early skills in reading, writing and number. Children's vocabulary in the Reception Year is staggering in its range and sophistication. This good start is not consistently built on in Key Stage 1.

The quality of teaching is good

- The quality of teaching is generally good and this has succeeded in raising pupils' standards and

improving their progress. This is particularly evident in the Reception/Year1 class and in Key Stage 2, where lessons are stimulating and sharply focused on extending pupils' knowledge and understanding.

- Pupils in these year groups are carefully challenged to improve the quality of their work and to take responsibility for their learning. Activities are prepared well and ensure that all pupils, including those in the mixed-age classes, are challenged and supported in line with their age and ability. Regular homework is completed diligently and parents are knowledgeable and informed about their child's learning in order to support them effectively.
- The headteacher has set clear school priorities for improving teaching and raising standards in writing and mathematics, which have been effective for most pupils in the school. Pupils' achievement has been more limited in Key Stage 1 because teaching over time has not been consistently effective. Tasks are not always stimulating and teachers do not build on the skills achieved in the Early Years Foundation Stage. For example, their skills of using letters and sounds are not sufficiently extended to ensure the best progress in reading and writing.
- Marking has improved significantly since the previous inspection. All pupils' work is marked regularly and in some detail. This leads to tasks that help to make up for any gaps in pupils' knowledge and to challenge them further. However, teachers do not always check whether pupils' response to their marking has resulted in improvement.
- Support staff are increasingly involved in planning and marking pupils' work and this makes their work more effective. Occasionally, their impact is limited when their knowledge of different subjects is not extensive enough or when questioning is not challenging enough.
- Children in the Early Years Foundation Stage are captivated by books, paintings and the world around them because these are deliberately selected by staff to stimulate children's curiosity. Themed activities on sea creatures were chosen by the children and led to them painting 'like Jason Pollock', as one child said, and to others talking about the pincers on lobsters, the tentacles on an octopus and the fierceness of a shark. Teaching is good and sometimes outstanding and children thrive.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are extremely polite and well-mannered because this is expected of them and because they consider that people should be treated with respect.
- Pupils are proud of their school and of each other. They are encouraged to take on responsibility both in their lessons and in their school and community. These include their involvement in the 'Eco-club', their increased participation in competitive sports across the county and their contributions to high-quality display across the school and to gardening in the school grounds.
- Pupils feel safe. The school's work to keep pupils safe and secure is good. Many activities are provided for them at lunch times and pupils enjoy sporting activities, sitting in the quiet areas or playing in the many attractive grounds.
- While pupils are aware of different forms of bullying they are adamant that this does not happen at their school. They know who to turn to if they are worried and get on very well together. Older pupils look out for the younger ones as a matter of course. Occasionally, minor accidents happen when pupils trip over or when a ball hits them, especially when football is played.
- Pupils have positive attitudes to their lessons because they are interesting and challenging. They enjoy coming to school and this is reflected in their punctuality and above-average attendance.
- Almost all parents who gave their views felt that their children were well-looked after, well-behaved and safe in the school.
- Children in the Early Years Foundation Stage are confident and secure in the setting. They play well together and also enjoy persevering in activities on their own because they are encouraged to consider others and to believe that they can achieve.

The leadership and management are good

- Leadership and management are good because leaders have been effective in improving the quality of teaching and raising standards. They know the school well and are clear about what is needed to improve the school's effectiveness further.
- Governors have worked hard to improve their effectiveness since the previous inspection, and are now instrumental in challenging the school's performance and evaluating its effectiveness.
- New systems to set staff targets based on their performance are in place and now centrally focused on good and better teaching and the achievement of pupils. These are linked to teachers' progress up the pay scale. Both the headteacher and the governing body are determined to use these arrangements to improve pupils' outcomes. These are not due to be checked yet and so it is too early to judge their effectiveness.
- The staff work very much as a team in this small school. The headteacher, inclusion leader and the business manager, for example, help to plan and finance a curriculum specifically focused on classes with mixed ages to ensure that individual abilities and talents are cultivated and developed. Extra-curricular activities, experiences of trips, use of electronic devices and specialist teaching through nurture provision are some of the things that are provided to maximise individual pupils' interests, as well as their personal and academic development.
- All staff share the drive to improve teaching and raise standards set by the headteacher. Their unanimous endorsement of the school's leadership and the ambitions for the school were reflected in the staff questionnaires. Teachers readily share good practice in teaching, shown to good effect in Key Stage 2 and in the Early Years Foundation Stage. Teaching is improving although aspects, especially in Key Stage 1, are not yet fully resolved.
- Middle leaders are effective because they are trained well and motivated to succeed by the example set by the headteacher.
- The school's commitment to equal opportunity is reflected in the similar standards and progress of pupils in receipt of pupil premium funding.
- The leadership of the Early Years Foundation Stage is good. Staff are united in their ambitions for children and promote a setting that is happy and productive.
- The curriculum is broad and interesting. Pupils enjoy taking part in many sporting activities and competitions because leaders have linked with larger primary schools and a local secondary school to supplement their resources and staffing. The school's use of the primary school sports funding is effective in enhancing pupils' physical education skills, as well as their awareness of healthy lifestyles, because of good staff training and specialist teaching.
- The emphasis on practising literacy skills across subjects since the previous inspection has helped to improve pupils' accurate use of punctuation and grammar, although spelling is still a comparative weakness. A focus on numeracy in all subjects, notably physical education, has contributed to improving pupils' basic skills in mathematics. Regular visits and trips extend pupils' knowledge and appreciation of other subjects, such as art, music and drama.
- The local authority provides timely, constructive and challenging support. They have supported the school well in raising standards and improving the quality of teaching.
- Pupils' behaviour, their confidence and empathy with others reflect their good spiritual, moral, social and cultural development.
- **The governance of the school:**
 - The governing body is a central part of the school's leadership and in the life of the school and the community. They have taken part in much governor training since the previous inspection and they take their roles seriously.
 - Governors work with the headteacher, middle leaders, staff and pupils to improve the school and are regularly involved in book scrutiny, class visits and discussions with subject leaders, to better evaluate the school's performance.
 - Governors work effectively with the headteacher and the business manager to make sure that public money is used wisely. This includes the additional primary school sport funding and the pupil premium which, along with school finances, are focused on improving pupils' achievement. Governors have undertaken required statutory training.

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	119319
Local authority	Lancashire
Inspection number	432124

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair	Jonathan Cass
Headteacher	Anna Smith
Date of previous school inspection	9 October 2012
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