

Inspection of Coppull St John's Church of England Voluntary Aided Primary School

Preston Road, Coppull, Chorley, Lancashire PR7 5DU

Inspection dates: 4 and 5 May 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Outstanding |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Good |

What is it like to attend this school?

Pupils, including children in the early years, are happy and proud to attend this friendly school. They enjoy meeting their friends and playing in the extensive grounds. Staff take the time to get to know each child and family very well. Parents and carers appreciate this.

Leaders have high expectations for all pupils, including those with special educational needs and or disabilities (SEND), of their achievement and behaviour. Pupils strive every day to achieve these high expectations. They work hard in lessons and are supportive of each other. Pupils have good attitudes towards their learning. They behave well in their lessons and around school.

Every day, pupils try to live out the school values of being ready, respectful and safe. They said that they feel safe in school because they know adults look after them very well. The school is like a family. Everyone gets along well together in lessons and at breaktimes. Leaders do not accept bullying. If it does happen, leaders and staff deal with it quickly.

Pupils' talents and interests are nurtured, valued and celebrated. Pupils, including those in the early years, are given many opportunities to try out clubs and activities. For example, they take part in gardening, cooking, music and sports clubs. All pupils learn to sign, to help ensure that everyone is welcomed and included.

What does the school do well and what does it need to do better?

Leaders have designed a well-sequenced, ambitious curriculum for all pupils, including those with SEND. In most subjects, they have thought carefully about what they want pupils to learn. However, in a small number of subjects, leaders have not identified how the curriculum builds from the early years. This means that in these subjects, leaders are not clear how well learning is building on what pupils already know and can do.

Teachers deliver the curriculum effectively. They have a secure knowledge of the subjects they teach. Teachers choose appropriate activities to engage pupils. They use effective assessment strategies to check how well pupils are learning. As a result, pupils achieve well in most subjects.

Children in the early years settle quickly into school routines. The curriculum is designed to give children many opportunities to especially develop their language, communication and mathematical skills. For example, they discuss how to mix paints to make decorations for the Coronation. Children enjoy learning outside and in their brand-new classroom. They are well prepared for learning in Year 1.

Leaders have prioritised reading following disappointing results in national tests in 2022. Children's phonics lessons begin as soon as they start school. Pupils read books that match the sounds they are learning. This means that they can read with

accuracy and increasing confidence. Leaders ensure that pupils who fall behind in their phonics learning are identified quickly and helped to catch up without delay. Older pupils have developed a love of reading. They enjoy a variety of novels and can analyse the books and plays they read. For example, Year 6 pupils discussed the role of Lady Macbeth in the play they were studying.

Staff know pupils very well. Leaders are quick to identify the needs of pupils with SEND. They work with a range of external agencies to help pupils and meet their needs. Leaders have ensured that teachers are clear about how to make adaptations so that pupils with SEND successfully follow the same curriculum as their peers.

Pupils behave well. They move around school in a calm and orderly way. Children in the early years quickly learn what is expected of them. Pupils are keen to learn and lessons are not disrupted by poor behaviour. Pupils, parents and carers appreciate the rewards for demonstrating the school's values. Pupils are proud to be a St John's eagle or to wear the green jumper when they have behaved well.

The provision for pupils' personal development in school is exemplary. Pupils learn about relationships, equality, keeping themselves safe, and healthy lifestyles. As a result, they have a very good understanding of life in modern Britain. Pupils volunteer in their community and take part in careers events to help prepare them for the future. Older pupils readily take on a range of leadership roles. These include school councillors, anti-bullying ambassadors and eco representatives.

The leadership team has a clear vision for the school. They know what the school does well and what it needs to improve. Leaders and governors ensure that staff are well supported to manage their workload and well-being effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make sure that all staff are well trained to help keep pupils safe. Adults know what to do if they are worried about a child. They are alert to the signs and symptoms of abuse or neglect and the procedures to follow to report concerns. Staff work closely with other agencies to ensure that families get the help and support they need.

Through the curriculum, pupils learn about the risks they might face as they get older. For example, they learn how to keep themselves safe online and the effects of drugs and alcohol. Pupils said that they know there is someone they can talk to if they are worried or concerned about something.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, subject leaders are not fully aware of the knowledge children have developed in the Reception year. This means that leaders cannot be sure that pupils build their learning in a well-ordered way as they move beyond Reception. Leaders should ensure that subject leaders have a good understanding of the early years curriculum in order to build firm foundations for future learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 119469 |
| Local authority | Lancashire |
| Inspection number | 10256059 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 104 |
| Appropriate authority | The governing body |
| Chair | Roy Coulson |
| Headteacher | Samantha Abram |
| Website | www.st-johns-coppull.lancs.sch.uk |
| Date of previous inspection | 12 December 2017, under section 8 of the Education Act 2005 |

Information about this school

- The headteacher is new to the role since the previous inspection.
- Leaders do not use alternative provision.
- The school operates a breakfast and after-school club.
- The school is a Church of England School. The last section 48 inspection was in March 2017.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors conducted deep dives in these subjects: early reading, mathematics, art and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some

pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils read.

- Inspectors met with the headteacher. The inspectors also met with subject leaders and a group of teachers.
- Inspectors met with governors. The lead inspector also spoke with a local authority adviser to the school.
- Inspectors spoke with pupils in meetings and around the school.
- Inspectors considered responses to Ofsted Parent View and the responses to staff and pupil questionnaires.
- Inspectors reviewed a range of documentation about safeguarding. They spoke with staff to understand how they keep pupils safe. Inspectors reviewed the school's record of checks undertaken on newly appointed staff.

Inspection team

Emma Jackson, lead inspector

Ofsted Inspector

Barbara Dutton

Ofsted Inspector

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