

Inspection of Great Eccleston Copp CofE Primary School

Copp Lane, Great Eccleston, Preston, Lancashire PR3 0ZN

Inspection dates: 4 and 5 May 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Early years provision | Good |
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| Previous inspection grade | Good |
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What is it like to attend this school?

Pupils at Great Eccleston Copp are proud to live by the school's values. They are polite and respectful towards adults and each other. They are keen to take on responsibilities such as being Christian ambassadors, head pupils and prefects. Pupils are happy at school.

Staff have high expectations of pupils' behaviour from the early years through to the end of Year 6. Pupils follow the school rules. They walk sensibly around the building and settle to their work well.

Pupils work hard to meet the high expectations that leaders and staff have of their academic achievement and personal development. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well in many subjects.

Pupils feel safe at school. Pupils are confident that leaders will deal with any worries that they have. Any rare incidents of bullying are dealt with well. Pupils value the focus that leaders place on pupils' mental health. They understand the importance of a healthy diet and regular exercise.

Pupils value the enrichment opportunities on offer, such as gardening club and residential trips. Pupils are proud of their achievements, such as their recent football success.

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

In recent years, leaders have redesigned the school's curriculum. They have clearly defined what they want pupils to learn and the order in which this knowledge is taught. They make sure that there are opportunities for pupils to revisit previous knowledge to help pupils recall prior learning well. Leaders have also focused on developing pupils' subject-specific vocabulary so that pupils can explain their thinking clearly. Pupils achieve well.

In most subjects, teachers' checks on pupils' knowledge and understanding are effective. Teachers use this information well to identify and address any gaps or misconceptions that pupils may have before moving on to new content.

In a small number of subjects, some teachers do not devise activities that help pupils learn and remember the curriculum as intended. In these subjects, some pupils do not learn as well as they could.

Children in the Nursery class get off to a positive start. They settle into school life well. Children across the early years join in enthusiastically with the wide range of activities that help them to gain a secure foundation for their move into Year 1.

Most pupils learn to read accurately and fluently. All staff have had the training that they need to deliver the new phonics programme. Children in the Nursery class are helped to appreciate sounds through songs, stories and rhymes. In the Reception class, children build on this strong start so that they quickly grasp the sounds that letters represent. However, some pupils who struggle to learn to read do not get the help and support that they need. As a result, these pupils do not catch up with their peers as quickly as they should.

Leaders have established clear systems to identify pupils who may have additional needs. Teachers make appropriate adaptations to the delivery of the curriculum for these pupils. Leaders ensure that pupils with SEND are included in all aspects of school life. These pupils achieve well.

Pupils are provided with a broad range of opportunities to learn about the diversity in modern Britain. They understand the importance of everyone being treated equally. Pupils learn how their actions can make a positive difference to their school and their community. For example, pupils support food and clothing banks to help local families.

The school is calm and orderly. The children in the early years quickly learn the school rules and routines. They take turns and share equipment. Pupils across the rest of the school listen carefully to their teachers. Pupils can get on with their work without interruption.

Governors are knowledgeable. They are committed to the continued success of the school. They offer effective support and challenge to school leaders in equal measure. This has enabled leaders to improve the quality of education at the school.

Staff value leaders' approachability and consideration for their workload and well-being. Staff are proud to work at this school. Parents and carers hold the school in high regard. They appreciate the care and opportunities provided for their children and their families.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have created a strong culture of keeping pupils safe. They make sure that all staff have received appropriate training and know that pupils' safety is a priority. Staff are vigilant. They understand how to report any concerns that a pupil may be at risk of harm. Leaders follow up any concerns meticulously.

Pupils learn about different aspects of personal safety, including how to stay safe when working and playing online. They know that it is important to maintain a healthy lifestyle and to avoid harmful substances.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils who find learning to read difficult do not get the help and support that they need. This means that these pupils do not build their phonics knowledge as quickly as they should. Leaders should make sure that those struggling readers catch up quickly so they develop fluency and confidence as early as possible.
- In a small number of subjects, some teachers do not deliver the curriculum as intended. This means that some pupils do not learn as well as they could. Leaders should ensure that in these subjects, teachers devise lesson activities that enable pupils to build up their knowledge securely over time.

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 | 119549 |
| Local authority | Lancashire |
| Inspection number | 10240663 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 171 |
| Appropriate authority | The governing body |
| Chair of governing body | Andrew Daniels |
| Headteacher | Andrea Loughran |
| Website | www.coppschool.lancs.sch.uk |
| Date of previous inspection | 7 October 2021, under section 8 of the Education Act 2005 |

Information about this school

- This is a Church of England school in the Diocese of Blackburn. The school's most recent section 48 inspection was in March 2020.
- Leaders do not currently use alternative provision.
- Leaders provide a breakfast club and an after-school provision.

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 that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and a wide range of other staff.
- The inspectors met with members of the governing body. They spoke with representatives of the local authority and the diocese.

- The inspectors spoke with pupils about their learning and their wider school life.
- The inspectors scrutinised a range of documentation relating to safeguarding. They reviewed leaders' approach to record-keeping and the single central record. The inspectors also spoke to staff about their safeguarding knowledge and checked how well they understood their safeguarding responsibilities.
- The inspectors observed pupils' behaviour during playtimes, lunchtimes and in lessons.
- The lead inspector spoke with parents to gather their views about the school. Inspectors considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- The inspectors considered responses to Ofsted's online surveys for staff and pupils.
- The inspectors carried out deep dives into early reading, mathematics and geography. They spoke with the staff who lead these subjects, visited lessons and spoke with teachers. They also spoke with pupils about their learning and viewed samples of their work. The inspectors considered how leaders organise other subjects across the curriculum.
- The inspectors observed pupils read to an adult.

Inspection team

Lisa Littler, lead inspector

Ofsted Inspector

Cleo Cunningham

Ofsted Inspector

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