

# Inspection of a good school: Coupe Green Primary School

Coupe Green, Hoghton, Preston, Lancashire PR5 0JR

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Inspection date: 12 March 2024

## Outcome

Coupe Green Primary School continues to be a good school.

## What is it like to attend this school?

Coupe Green Primary School is a warm and welcoming place. The school sets high expectations for pupils' achievements. Pupils rise to meet these expectations. They are keen to learn and achieve well. Pupils are happy, feel safe and are well supported in the school community. They have positive attitudes to their learning. The school has nurtured the development of pupils in line with their vision of 'Learning together, supporting each other'.

Pupils care for and support each other, and they are committed to the school's central values of respect and kindness. Pupils behave well across the school. As a result, there is a calm and purposeful atmosphere, which supports their learning. Pupils are aware of who they can talk to if they have a concern.

Pupils benefit from the school's extensive grounds to help stimulate their engagement and learning. Pupils have access to a range of activities and experiences that help them to develop their interests, such as gardening, dance, sport and art clubs.

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

The school has established a well-structured curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). The school has identified the important knowledge that it wants pupils to learn and when they should learn it. Teachers' subject knowledge is strong, and they use assessment strategies effectively. This allows them to deliver the curriculum in a way that enables pupils to build their knowledge over time. As a result, pupils across the school, including those with SEND, are well prepared for the next steps in their learning.

The school prioritises reading. Pupils have access to a wide range of reading resources. Children are immersed in the high-quality delivery of phonics in the early years. All staff have benefited from training in the school's phonics programme, which is delivered consistently. Teachers' regular checks ensure that those who struggle to keep up with

reading are identified quickly and receive effective support. As a result, pupils quickly gain the knowledge and skills they need to become confident and fluent readers.

The school ensures that pupils with SEND are identified early. This supports pupils and their families to access the support that they need. The school has established additional input and approaches for those with the most significant needs. Parents recognise and value the school's work to support and meet needs.

Pupils are polite, respectful and welcoming. Their behaviour in class and around the school is positive. In line with the school's value of 'consideration', pupils recognise the importance of sharing, taking turns and listening to each other. They respond well to the school's high expectations of their behaviour. The school's behaviour management system allows pupils to have a clear understanding of these expectations. As a result, pupils learn in an environment that is free from distractions for the majority of the time.

The school has developed some opportunities for the wider development of pupils. These have ensured that pupils have an understanding of different cultures, beliefs and faiths within the community. Pupils have the opportunity to undertake some responsibilities in the school. However, the school only provides limited opportunities for pupils across the differing year groups to take on leadership roles. This restricts some aspects of their personal development, such as gaining leadership skills or learning to work as part of a team.

The school has fostered a positive and supportive culture. It has a strong family ethos that promotes the belief that 'no matter who you are, someone is learning from you'. Staff value and have benefited from the training opportunities and support provided. The school has carefully considered and supported the workload demands placed on staff, for example by consulting with staff on the tasks that take the most time and then amending practice in response.

Governors know the school well. They have a knowledgeable and accurate understanding of the quality of education that pupils receive. Together with the school, they have accurately analysed the school's strengths and areas for further development.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The school provides limited leadership opportunities for pupils to take on roles and responsibilities. This impacts on pupils' ability to develop some aspects of their personal development fully. The school should review the experiences on offer to pupils to ensure that they are well prepared for the next stage of their development.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2018.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	119319
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10314004
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	150
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Anthony Mycock
<b>Headteacher</b>	Jenna Littlewood
<b>Website</b>	<a href="http://www.coupegreen.co.uk">www.coupegreen.co.uk</a>
<b>Date of previous inspection</b>	14 November 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not place any pupils in alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils

about their learning and looked at samples of pupils' work. Inspectors observed pupils read to a familiar adult.

- The lead inspector met with members of the governing body, including the chair of the governing body.
- The lead inspector met with a local authority representative.
- Inspectors evaluated parents' responses to Ofsted Parent View and the surveys completed by staff and pupils.

### **Inspection team**

Iain Sim, lead inspector

Ofsted Inspector

Gill Burrow

Ofsted Inspector

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