

Inspection of Cop Lane Church of England Primary School, Penwortham

Cop Lane, Penwortham, Preston, Lancashire PR1 9AE

Inspection dates: 18 and 19 June 2024

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

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils find this school a happy place to be. They are kind to one another. They feel safe and well cared for. Pupils are enthusiastic about their learning and behave well. They have lots of fun during social times because there are plenty of activities for them to do.

The school is ambitious for what pupils, including those with special educational needs and/or disabilities (SEND), should learn. Pupils attain highly in subjects such as English and mathematics. They also achieve well in some other curriculum subjects.

Each year group experiences at least one curriculum trip per year. Year 6 pupils can also go on a residential visit. Pupils have opportunities to learn musical instruments, such as the ukulele. They can further explore their musical talents and interests through singing and guitar clubs. Other clubs, particularly sports-focused ones, are also offered throughout the year. Some pupils benefit well from this offer.

Some pupils, especially those who are older, have some meaningful opportunities to contribute to life at the school. For example, Year 6 pupils take on buddy roles to support others. The school also has a 'voice for change group' for pupils to arrange activities and events in support of charitable causes. Pupils are particularly proud to raise funds for a school that they are linked to in Uganda.

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

The school has developed a broad and balanced curriculum. This curriculum promotes equality and diversity particularly well. Consequently, pupils are developing a deep appreciation for fundamental British values and the differences of others.

In all subjects, the school has broadly identified what it expects pupils to learn in every year group. In some subjects, the school has broken these expectations down further by identifying the specific knowledge that pupils should learn in each topic. In doing so, teachers have a precise understanding of the curriculum content that they should teach and in what order. In these subjects, the school delivers new learning well. In turn, pupils acquire a rich body of knowledge over time.

In a few subjects, including in the early years, the school's curriculum is not designed as well as it is elsewhere. In these areas, the school has not pinpointed the smaller steps of knowledge that it expects pupils to learn. In some cases, the school uses curriculum guidance materials from different sources that do not complement each other well. These issues occasionally hinder the school from being clear on what knowledge to teach pupils, and at what point. Consequently, the school sometimes designs learning activities that do not help pupils to build their knowledge securely and logically over time. In turn, pupils' knowledge is not as secure in these subjects as it is in others.

The school fosters a genuine love of reading. It exposes pupils to a rich breadth of high-quality texts. It delivers its phonics programme consistently well. Pupils are given books that match well to the sounds that they know. The school arranges swift 'keep-up' support for pupils who struggle with their learning of phonics. Most pupils meet the phonics screening check in Year 1.

Teachers are quick to spot when a pupil might need help during a lesson. They often provide pupils with helpful feedback and guidance so that pupils can correct their errors and misconceptions.

The school regularly carries out checks on how well teachers are delivering the curriculum. In some subjects, these checks give the school a clear understanding of how effectively they are being taught. However, the school's oversight of other subjects is not as incisive. As a result, the school is not alert to certain deficiencies in curriculum design and delivery that prevent pupils from building a deep, rich body of knowledge across different subjects.

The school has effective systems in place to identify pupils with SEND early. Staff adapt the delivery of the curriculum well so that those with SEND can access new learning. Pupils with SEND typically achieve positive outcomes.

The school caters for pupils' personal development well. Pupils learn how to maintain healthy relationships with others. They know how to stay safe online. Pupils understand how to look after their physical health. They are prepared well for life in modern Britain.

The school is in the early stages of refining its systems and procedures related to attendance. Nonetheless, most pupils attend school regularly. They value the importance of their education. Learning is seldom disrupted because pupils engage well in their lessons and conduct themselves well.

Governors understand their roles and carry them out effectively. Staff have high praise for the exceptional levels of consideration that leaders have for their workload and well-being. For example, staff said that leaders' recent changes to the marking policy have had a positive impact on their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not clearly defined its expectations for the smaller steps of knowledge that pupils should learn, nor how this knowledge should be taught. Consequently, teachers occasionally design lessons and activities that do not help pupils to acquire the intended knowledge in a secure,

logical way. The school should refine its curriculum guidance so that staff are clear on the specific knowledge that they should teach and how best to deliver such content.

- In some subjects, the school does not have rigorous processes in place to evaluate how well curriculums are designed and delivered. This sometimes means that the school is not alert to some of the curriculum deficiencies that prevent pupils from learning all that they could. The school should ensure that it has effective approaches to reviewing the design of its subject curriculums so it can evaluate how well these curriculums are being delivered in practice.

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

Unique reference number	119363
Local authority	Lancashire
Inspection number	10314005
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	208
Appropriate authority	The governing body
Chair of governing body	Christopher Teague
Headteacher	Ian Ashmore
Website	https://www.coplanepprimary.co.uk
Dates of previous inspection	13 and 14 March 2013

Information about this school

- There are before- and after-school clubs that operate at the school. These are overseen by the governing body.
- Leaders do not make use of alternative provision.
- The school is a voluntary-aided Church of England primary school. The most recent section 48 inspection of the school's religious character took place in November 2017. The school is awaiting confirmation from the diocese about its next section 48 inspection.

Information about this inspection

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

- 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.

- The inspectors conducted deep dives in these subjects: early reading, history and mathematics. They met with subject leaders and teachers. They visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning. The lead inspector observed pupils read to a familiar adult.
- The inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.
- The lead inspector spoke with a group of governors. The inspectors also talked to staff about their workload and well-being.
- The lead inspector spoke with a representative of the local authority and the diocese.
- The inspectors met with the leaders who are responsible for attendance, behaviour and pupils' personal development.
- The inspectors spoke with pupils about their wider experience of school.
- The inspectors looked at a range of policies and documents related to pupils' welfare and education. They observed pupils' behaviour in lessons and around the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the 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.
- The inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors made themselves available to parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

David Spruce, lead inspector

His Majesty's Inspector

Wendy Tracey

Ofsted Inspector

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