



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

Inspection Report

Unique Reference Number 119469
LEA Lancashire
Inspection number 280566
Inspection dates 25 May 2006 to 26 May 2006
Reporting inspector Mrs Kathleen McArthur

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Preston Road
School category	Voluntary aided		Coppull
Age range of pupils	4 to 11		Chorley, Lancashire PR7 5DU
Gender of pupils	Mixed	Telephone number	01257 791403
Number on roll	104	Fax number	01257 791403
Appropriate authority	The governing body	Chair of governors	Dr Philip Vickerman
Date of previous inspection	1 September 1999	Headteacher	Mrs Lorraine Ellis

Age group 4 to 11	Inspection dates 25 May 2006 - 26 May 2006	Inspection number 280566
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Introduction

The inspection was carried out by an Additional Inspector

Description of the school

This small school is in a semi-rural area which has a relatively stable population. Most children start school with attainment just below that typical for their age. The proportion of children receiving free school meals is below average. The proportion of children with learning difficulties and/or disabilities is above average and a much higher than average number have a statement of special educational need.

The school holds the Lancashire healthy schools and sports mark awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that gives good value for money. The inspection confirmed the school's accurate assessment of how effective it is. The strong leadership of the headteacher is the driving force behind all initiatives for school improvement. Effective teamwork by staff and governors, supported by parents, has successfully created a family ethos in which children are well cared for, happy and secure. Good teaching ensures children achieve well and reach standards appropriate for their age. Children progress well in the Foundation Stage as a result of good provision and teaching, and the majority reach the goals expected for the end of Reception. A few of the more able children, however, do not always reach the higher levels of which they are capable. Children with learning difficulties and/or disabilities make good progress owing to the good support they receive.

Parents are positive about everything the school provides, and find the staff 'open, friendly and encouraging'. Good personal development ensures that children behave well and good relationships are a strong feature of the school. Children are helpful and caring towards each other. Attendance is satisfactory. The good curriculum offers varied learning experiences, effectively enriched through clubs, sports, music and French. The school is working to extend the curriculum through drama and role play to broaden children's language, writing and vocabulary skills. The school has successfully overcome weaknesses identified at the previous inspection, apart from the attainment of more-able children which in some cases remains a focus for improvement. The school is well placed for further improvement.

What the school should do to improve further

- Strengthen the measures to ensure more-able children reach the higher levels of which they are capable.
- Complete the review of the curriculum to include more opportunities for drama and the development of children's language, vocabulary and writing skills.

Achievement and standards

Grade: 2

Achievement is good and children attain standards in line with those expected for their age. Attainment can vary owing to the small numbers in each year group but when children enter the school it is usually just below that normally expected. Good provision in the Foundation Stage ensures children make good progress so most reach the goals expected by the end of the Reception class. Children build on this good start, responding to their teacher's high expectations for them by achieving well throughout Key Stage 1 to reach the expected standards. Analysis by the school has shown that achievement has been slower in lower Key Stage 2. Resolute action is successfully improving this situation. Achievement accelerates at the end of Key Stage 2 and children work hard to reach their individual targets. Standards vary owing to the small numbers but overall are similar to those seen nationally.

A few of the more able children in both key stages, however, do not always reach the levels of which they are capable. The school has recognised this and is working to ensure all children reach their potential especially in English. Children with learning difficulties and/or disabilities are supported well; they make good progress and achieve well in relation to their capabilities. Children use information and communication technology (ICT) competently. Skills are improving rapidly with regular lessons and better ICT equipment.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Children enjoy school and appreciate all the facilities it offers, especially the new interactive whiteboards, the garden area and playground equipment. One young child spoke for them all by saying 'I like school very, very, very, very much'. They quickly settle and make good progress in the warm, secure atmosphere of the Foundation Stage and respond by developing the positive attitudes to learning found throughout the school. Good relationships are a very strong feature of the school. Children behave well and move round the building sensibly and quietly because they understand and respect the school and class rules. They feel safe, are confident that problems are quickly sorted out and feel that bullying is not an issue. Children speak with enthusiasm about the 'buddy' system where older children look after younger ones, saying 'It's good to know there's always someone to talk to'. Attendance is broadly average.

The school is strongly committed to helping children understand the importance of healthy lifestyles. There are many physical activities, healthy menus and the 'Fruit for Schools' scheme. Older children are proud to contribute to school as buddies and school councillors and know their views are valued. Their efforts have resulted in extra playground equipment and refurbished toilet facilities. Provision for the pupils' spiritual, moral, social and cultural development is good overall.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Enjoyable lessons and varied teaching styles make learning interesting, so children work hard and achieve well. Children know what they will learn in each lesson, although they are sometimes asked to spend too long writing all their learning objectives so that they have less time for the actual task. Lesson planning and the way staff monitor children's progress have been improved. As a result, work is more suitably matched to the learning needs of children of different abilities and builds their knowledge and understanding in small meaningful steps. Children know their individual targets and say teachers' marking helps them improve their work. However, more able children do not always reach the higher levels of which they are capable. The school is implementing strategies to overcome this.

Teaching assistants provide skilled support, particularly for children with learning difficulties and/or disabilities. Work for these children is well matched to their individual needs so they progress well. The school's positive partnership with parents provides valuable support for children's learning.

Curriculum and other activities

Grade: 2

The good curriculum is broad, balanced and meets all statutory requirements. Good lesson planning provides a varied range of interesting, practical learning activities. Literacy and numeracy skills are taught well and used in other subjects, for example describing and measuring sounds in science investigations. A two-year planning cycle ensures topics are not repeated in the mixed-age classes. The school is responsive to children's needs and is developing the curriculum to add drama and role play activities to improve further the pupils' language, vocabulary and writing skills. Children with learning difficulties and/or disabilities are supported well and included in all activities. All the children enjoy using the ICT resources, particularly the new interactive whiteboards.

The curriculum is effectively enriched with visits, French, sports and music tuition. The popular after-school clubs are changed regularly to provide greater choice, although only one club is currently available for younger children. The pupils worked with the local parish council on an environmental project and are keen to organise fundraising and charity events. Preparation for their future economic well-being is satisfactory.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Children feel safe and happy in the school's friendly, family atmosphere. They are confident that any problems can be discussed with a trusted adult. Child protection training is up-to-date, and all risk assessment and health and safety procedures are rigorously applied. Parents have positive views of the school and their views, and those of the children, are valued and acted on. Effective assessment of academic progress provides a clear view of how well children are doing. Staff use this information well when planning future learning and to set children realistic yet challenging targets. The school has recognised that more-able children could attain higher standards, and is implementing strategies to overcome this. Good provision for children with learning difficulties and/or disabilities ensures their progress is carefully monitored and supported well. Induction procedures are good and children settle quickly into the Foundation Stage. Older children transfer confidently to local high schools.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's strong leadership is firmly rooted in her clear vision for school improvement. She has the full support of the

united team of staff and governors who all share her vision for children to reach their full potential in a safe, secure atmosphere. She has successfully guided the school through a very difficult period of staff absence and building refurbishment, effectively ensuring that academic standards were maintained and children continued to progress well. Subject leaders manage several curriculum areas well and their monitoring of teaching and learning gives them an accurate view of standards and areas for further development. Equality of opportunity is promoted effectively through varied teaching styles and good deployment of the skilled teaching assistants. Governance is good and the governing body is well led. Governors are knowledgeable and challenging. They are well informed as a result of the training they have undertaken and individual governors are linked with particular subjects. Rigorous school self-evaluation provides a clear picture of the areas for development. Improvement planning and staff performance management targets are firmly linked to raising standards. The budget is shrewdly managed to support this, and to continue the programme to improve the building. There is good capacity for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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The children

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

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Lancashire

PR7 5DU

28 May 2006

Dear Children

You will remember that I visited your school to find out how well you are doing. I really enjoyed meeting you all and was very impressed by how friendly, polite and helpful you are. Everyone I met told me lots of good things about your school. The school council works well, and I know they helped choose your new playground equipment.

Mrs Ellis, all the staff and the governors work hard together with your parents to give you a good school. They make sure you are well cared for and feel safe. You all work hard, listen to your teachers and enjoy your lessons. I was very glad to see that everyone behaves well, and that you all get on so well with each other. It was good to see how much the 'buddies' enjoy their work and care for the younger ones.

The teachers provide you with interesting lessons and many things to do. You told me how much you like the new whiteboards, the quiet garden and your art, PE and DT lessons. You also enjoy the different clubs and sports activities, and I know how much the older ones are looking forward to visiting Hothersall Lodge.

I have asked the staff to make sure you all do as well as possible in your work and in your tests. They are also looking at ways to add drama and role play activities to give you even better language, writing and vocabulary skills.

Many thanks again for making my visit to your school so enjoyable. Please continue to work hard and enjoy everything you do in school. I wish you all well for the future.

Yours sincerely

Kathleen McArthur

Lead inspector