

Great Eccleston Copp C.E. Primary School

Inspection report

Unique Reference Number	119549
Local Authority	Lancashire
Inspection number	291457
Inspection date	10 July 2007
Reporting inspector	Jennie Platt

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	162
Appropriate authority	The governing body
Chair	Rev Ian Baxter
Headteacher	Mrs Catherine Parsons
Date of previous school inspection	1 April 2002
School address	Copp Lane Great Eccleston Preston Lancashire PR3 0ZN
Telephone number	01995 670969
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average sized school. It serves a rural village and pupils come from a wide variety of backgrounds. The percentage of pupils eligible for free school meals is below the national average. No pupils are from minority ethnic groups. A below average number of pupils are identified with learning difficulties and/or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, which gives excellent value for money. It serves the local community and parents extremely well; parents are overwhelmingly positive about the education their children receive. One parent sums this up as 'an excellent school providing a very happy and caring environment where children thrive'. The exceptional vision of the headteacher is the key to the school's success. She firmly believes in collaboration and joint decision-making. This leads to a strong team; all striving to give their best for the pupils. The school's ethos is excellent because of the emphasis on a combination of academic achievement and personal development.

Pupils really enjoy school and attendance is above average. Pupils behave exceptionally well; they have very positive attitudes to learning and work hard. Pupils have an excellent understanding of keeping healthy. They enjoy being energetic and the school has some very accomplished skippers. Links with the community are excellent. Not only do pupils try to help other people, but also the achievement of Permanent Eco-Schools Status has created a desire to care for the environment. Pupils are very keen to keep their school tidy and free from litter. Pupils learn from an early age about the value of work. They grow fruit and vegetables, make cards and sell their goods locally. Pupils then decide how to spend the money and so really appreciate the resources and benches they have bought. These entrepreneurial skills combine well with pupils' high academic skills and prepare them extremely well for the future.

Teaching and learning are excellent and, as a result, pupils make excellent progress; standards are significantly above average and their achievement is outstanding. Lessons are well managed and go at a brisk pace, which sustains pupils' interest. Most lessons include a variety of approaches and discussions that extend pupils' skills to think for themselves. Teachers have high expectations and work is closely matched to pupils' ability. Children get off to a flying start because of the high quality provision in the Foundation Stage. Children make good progress and exceed the level expected for their age by the time they join Year 1. They make exceptional progress in their numeracy skills and knowledge of letters and sounds. These early skills make a major contribution to the high standards in reading, writing and mathematics seen in teachers' assessments at the end of Year 2. Results of national tests at the end of Year 6 have been exceptionally high. Although pupils' writing is accurate and imaginative, it is sometimes untidy in Key Stage 2.

Parents and pupils appreciate the richness of the excellent curriculum. It helps to make every day exciting because planning is firmly based on the belief that learning should be fun. Special events are planned to 'leave the timetable behind and be more creative'. The outdoor environment is amazing and contributes to pupils' excellent spiritual development as it gives them time to pause and be quiet as well as to be energetic. High-quality care and guidance lead to a harmonious and friendly community, which enables pupils to feel safe and secure and to do their very best in everything. The care the pupils receive is reciprocated in the generous support they give to a school in Africa, which extends pupils' understanding of life in another culture.

Managers and governors lead the school exceptionally well. As a result, the school has made excellent progress since the last inspection. Staff are not complacent and are consistently searching for ideas to improve the school. Self-evaluation is accurate and areas for improvement continue to be identified. The school is very well placed to improve further.

What the school should do to improve further

- There are no significant issues for improvement.

Achievement and standards

Grade: 1

Achievement is excellent and standards are significantly above average. Children's attainment when they start school is broadly average. They make outstanding progress in most areas of learning and exceed the level expected for their age. The focus on teaching letters and sounds and numeracy skills results in high standards in these areas.

Pupils build fully on their firm foundation and make excellent progress in Key Stage 1 because of first-rate provision. The results of the teachers' assessments at the end of Year 2 have been above average over recent years and are similarly high in 2007. Every pupil reached the level expected for their age and, especially in reading and mathematics, a very high proportion exceeded this level. The test results at the end of Year 6 have been consistently impressive over recent years, and an exceptionally high proportion of pupils exceeded the standards expected of an average pupil. In science in 2006, nearly all of the pupils exceeded the level expected for their age. The school consistently exceeds its own challenging targets.

Pupils with learning difficulties and/or disabilities make rapid progress because of the effective support from teaching assistants. There is no significant difference in the achievement of boys and girls.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Excellent behaviour and a real enthusiasm for learning are key reasons why pupils achieve so very well. A particular strength is the contribution pupils make to the local and wider community. They carry out many responsibilities in school and learn to work alongside others and also join together in fund raising activities. They know how to keep healthy and the school has achieved local and national healthy schools' awards. They put this knowledge into practical action by joining many of the sporting clubs at the school and playing energetically. Pupils are taught road safety and self-defence and say they know how to look after themselves. Business enterprises, such as making and selling cards, introduce pupils well to the idea of work. This understanding combines effectively with pupils' high academic standards to prepare pupils exceptionally well for the future.

Spiritual, moral, social and cultural development is excellent. Pupils' spiritual development is outstanding and reflects the school's Christian ethos. From an early age children pause and think about what is precious to them. Pupils are confident, polite and courteous. They feel safe because they know staff are readily available and also recall the important messages from visitors, such as the police and fire officers. Pupils are caring and older pupils keep a ready eye open to help the younger ones at play and also man the Friendship Stop so pupils need never be without a playmate.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are excellent. The teaching has outstanding features, which are common to all classes; these include very effective organisation of lessons and management of pupils, so that lessons run smoothly. Resources are prepared imaginatively and lessons are, therefore, interesting. Year 6 pupils enjoyed trying out several mathematical games before coming up with their own ideas. They very quickly weeded out the boring ones and spotted key features for their own designs. Science is taught very well, with very effective questioning making pupils think through their ideas and decide how to continue their investigations. Lessons are brisk because teachers often set time constraints so pupils are clear about how long they have to complete a task. Pupils work hard and complete their tasks although handwriting in Key Stage 2 is sometimes untidy.

Teaching assistants are very clear about their tasks in class and give effective support to all pupils, including those with learning difficulties and/or disabilities. Expectations are high for all aspects of daily life and in all subjects. For example, Year 6 pupils were challenged to compose a piece of music suitable for skipping and then to perform this in front of others. A frenzy of activity and excellent sharing of ideas led to a successful conclusion for all. However, expectations for the presentation of work for older pupils are not high enough.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and very effectively promotes all aspects of personal development and learning. A vast array of photographs, displays of pupils' work and numerous national achievements makes it very clear to visitors that this school provides well for pupils' all-round development. Planning is thorough and ensures that the curriculum is well matched to pupils' differing needs, including those of pupils with learning difficulties and/or disabilities. Personal, social and health education is given thorough attention and pupils are taught how to live healthily. As one older pupil said, 'Smoking and drinking are harmful and don't do any good at all'. Pupils appreciate the flexibility of the curriculum, which allows time for special days like the French day that enabled them to practise their French as well as taste different food. The excellent new computer suite is used well to teach information and communication technology across the curriculum. An extremely broad range of extra-curricular activities is very popular with pupils, who also look forward to visits and visitors, which make learning more purposeful. Years 5 and 6 thoroughly appreciated the recent residential visit and opportunities to try out new activities.

Care, guidance and support

Grade: 1

The school provides outstanding care for every pupil. It is based on all the staff's knowledge of the pupils and a high level of commitment to every child. This care starts in the Foundation Stage with robust induction procedures. Parents expressed gratitude for this support and the on-going attention given to their children's happiness in the early days of school. Throughout the school, pupils benefit from excellent role models from staff, which give them confidence to approach staff if they are worried, as well as to be kind towards others. Links with external

agencies are excellent and especially helpful for pupils with learning difficulties. Careful tracking of pupils' academic progress means that the school can spot when a pupil needs extra help. This includes nurture groups for those who find it difficult to relate to others or sustain good behaviour. Arrangements for safeguarding pupils, child protection, monitoring racial harassment and risk assessments are in place. Pupils say they feel safe and as a result flourish and are extremely well prepared for the next stage in their education.

Leadership and management

Grade: 1

Leadership and management, including governance, are excellent. The headteacher provides exceptional leadership and clear vision. She shows great determination to provide an education for the whole child, refusing to allow the focus on academic achievement to take priority over other aspects of provision. All staff support this view and this leads to parents holding the school in high esteem especially in the way it lives up to the school's motto, 'Copp Cares'.

Management is very much a team approach; although the school's action plans are not always clear about how success is to be measured, it is very clear that staff know the way ahead.

Governors play a full part in the school's life, sharing their considerable expertise, especially in finance, health and safety and building. Self-evaluation is reflective and collaborative.

Judgements are based on thorough monitoring of performance and the school has an accurate picture of its strengths and areas to improve. Consequently, the school is extremely well placed to move forward and has also made excellent progress since the last inspection. This can be seen in the sustained high standards and the resolution of concerns raised in the previous inspection.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 July 2007

Dear Pupils

Inspection of Great Eccleston Copp C.E. Primary School, Preston, Lancashire, PR3 0ZN

Thank you very much for the friendly welcome you gave me when I visited your school. What a wonderful school you attend. It provides you with an excellent education and prepares you very well for the future. I enjoyed watching you working and playing. What amazing skippers you are! It was good to see you being energetic and you made it very clear to me that you understand the importance of keeping fit and healthy. You make your school a happy place to learn because you behave so well and are caring and helpful. I am sure the children you help in Zambia are very pleased to hear from you about your school. Teaching in your school is excellent and teachers make learning really interesting with a variety of activities including visits and visitors. I know how much you enjoy the special themed days. You all work hard and achieve very well.

What wonderful grounds you have. It was lovely to see you making such good use of the space and you also have a quiet place if you just want to sit and chat. You tell me you enjoy school and that was very clear on your smiling faces. I am glad you feel safe. Remember to be careful as you arrive and leave school because parking is very difficult at your school. =

I wish you every happiness for the future.

Yours sincerely

Mrs J E Platt

Lead Inspector