

Coppull Primary School and Children's Centre

Inspection report

Unique Reference Number	119206
Local Authority	Lancashire
Inspection number	326970
Inspection dates	4–5 March 2009
Reporting inspector	Nigel Cromey-Hawke

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	191
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Richard Toon
Headteacher	Mrs Judith Stallard
Date of previous school inspection	1 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Park Road Coppull Chorley Lancashire PR7 5AH

Age group	3–11
Inspection dates	4–5 March 2009
Inspection number	326970

Telephone number
Fax number

01257 791237
01257 795314

Age group	3-11
Inspection dates	4-5 March 2009
Inspection number	326970

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school in an area of mixed socio-economic circumstances. Almost all pupils are of White British origin and there is a very small minority whose first language is not English. Attainment on entry to the school varies considerably year on year. The proportion of pupils known to be eligible for free school meals is slightly below the national average. The percentage with learning difficulties and/or disabilities is above average, notably in the areas of dyslexia, moderate learning difficulty, behaviour, speech and language delay and multi-sensory impairment. The percentage of pupils with a statement of educational need is over double that found nationally. Attendance mirrors the national average. The school has Investors in People and National Healthy Schools awards and offers a range of extended services for the local community from pre-birth onwards through the on-site Children's Centre.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that has improved in recent years. It provides good levels of pastoral care and support for its pupils. Most parents are strongly supportive of the school and one typically commented that, 'My child really enjoys his time at school.'

Pupils' personal development is satisfactory. They say they feel safe and enjoy school; they know what it means to lead a healthy lifestyle and most have positive attitudes to learning. Behaviour in lessons is satisfactory, but too much acceptance of adult support means that pupils do not develop enough independent learning skills. Pupils carry out various responsibilities around the school, acting as buddies and monitors in different capacities. They have well developed skills in information and communication technology that will serve them well in later life.

Progress through Nursery is good but slows within Reception because of the satisfactory teaching and curriculum. Results in national tests at both Key Stages 1 and 2 have reflected these variations in the past but progress has, nevertheless, been satisfactory in each year group, except in mathematics. The impact of the local authority support programme for teaching and learning is now being seen in raised standards and the recovery of mathematics to average levels. Standards are now in line with national averages, except at the higher levels, where they are below average. Tracking of current pupils' progress indicates that they will meet and in some cases exceed expectations for their age. Achievement is satisfactory.

The overall quality of teaching across the school is satisfactory but inconsistent. As a result, progress is variable. In the more effective lessons pace, challenge and interesting activities ensure that suitable learning takes place. Pupils are quite clear about what they have to learn. Often, though, teaching is less challenging and does not engage the pupils enough in their learning. Marking of work to provide guidance on how to improve is also varied. The curriculum is satisfactory, with some good provision for literacy and numeracy, as well as pupils' personal development. However, the match of teaching styles and activities to the often wide range of pupils' needs within the mixed-age classes is underdeveloped and limits the progress of the more able pupils in particular.

The school meets all requirements for the safety and care of its pupils. It works well with outside agencies to promote the personal development of pupils, the impact of which is being seen in improved attainment. Assessment and tracking systems have been developed to identify underachievement but the use of this data within lessons and with individual pupils is still variable. As a result, some pupils do not know the level at which they are working, or what they have to do to make progress. Independent learning skills are therefore underdeveloped.

Leadership and management of the school are satisfactory. The impact of a falling pupil roll has been well managed and staff are committed to further improvement. Self-evaluation is satisfactory, with appropriate plans in place to bring about further improvement, although the impact of these plans has yet to be fully seen. Community cohesion is a strength of the school, especially in relation to the use of local partners. Capacity to improve further is satisfactory, helped by governors who support and challenge the school effectively.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children in the Nursery are happy and keen to learn. Parents appreciate the welcome they receive and their children's enjoyment of learning shown as they enthusiastically approach the prepared activities. The children are well cared for and supervised. The starting points of individual children are very different, but overall are close to what is expected for their age. Staff deal well with these differences in Nursery, especially with the learning of children who have specific difficulties, and most make good progress. The children experience a good range of activities in all the areas expected for their age group. In teacher led activities, most children are attentive and listen well. Occasionally, there is not enough priority given to encouraging the children to speak, other than to answer questions, especially as part of outdoor play. Teaching is satisfactory. Planning of activities and recording of children's progress are regular but not yet consistent across both year groups. It is not always clear in the written planning what the children are expected to learn. Sometimes this results in the more capable children not being sufficiently challenged. In the Reception Year, the children continue to enjoy their learning and by the time they enter Year 1 most have made at least satisfactory progress and are working at the level expected for their age, although this varies year on year. Although the resources and equipment in the Early Years Foundation Stage are good, the space is not always used to best advantage, especially when the numbers of children in the two classes differ significantly. The leadership and management of this stage of the children's learning are satisfactory.

What the school should do to improve further

- Raise standards in the school, especially at the higher levels in English, mathematics and science.
- Improve the quality of teaching and learning to that of the best, especially in the match of work to the capabilities and needs of more able pupils.
- Ensure that the results of assessments and academic guidance are used in lessons to help pupils understand how well they are doing and how to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory. Standards by the end of Year 6 are average. Pupils make satisfactory progress through Key Stage 1 but results in national testing at the end of this stage reflect the variability of attainment on entry to the school, ranging from well below average to matching national levels in the last few years. Unvalidated test results for 2008 at the end of Key Stage 2 show that pupils reached broadly average standards in English and science, with a comparative weakness in mathematics. These standards have also varied since the last inspection, ranging from average to below average. Progress tracking by the school shows that over the last three years each year group has made satisfactory levels of progress, except in mathematics which has remained a weakness up until recently. The impact of the local authority improvement programme over the last two years is now being seen with standards across the school becoming more consistent, especially in mathematics. However, there are still too few pupils reaching

the higher Levels 3 and 5. Tracking of current pupils' progress indicates that they are likely to meet and in some cases to exceed appropriate targets. Given their starting points this represents satisfactory progress by the time pupils leave the school. Those who find learning difficult achieve in line with others.

Personal development and well-being

Grade: 3

Pupils enjoy school. They say they feel happy, valued and safe. They know who to turn to for support and have confidence that they will receive help. Spiritual, moral, social and cultural development are satisfactory, with strengths in spiritual and moral development. Older pupils have carefully considered views on how to handle arguments, and consider that bullying is rarely a problem and is resolved quickly. Racist incidents are very rare. Pupils' good understanding of how to be healthy shows in the contributions they make to the designs of lunch menus and their involvement in sport. There is a calm atmosphere for learning in most lessons because pupils are keen to be cooperative and successful. Sometimes they are too reliant on adults' instructions and this reduces the opportunities for them to extend the development of their independence and leadership skills. Those pupils with responsibilities within the school community undertake them conscientiously and take pride in being trusted. The new Children's Centre attached to the school has reached out well to the wider local community bringing a more diverse range of people and experiences into this stable community. Pupils' ability to work together and their improving academic skills are a sound preparation for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. In the best lessons, pace and challenge ensure that pupils are interested and a wide range of activities matches their needs well. Extensive recapping of learning objectives makes sure pupils know what they have to do. Detailed summaries at the close of lessons celebrate what has been covered and good questioning extends pupils' understanding. In one such lesson, pupils demonstrated what they had learnt to the rest of the class by selecting coins to make up complex shopping calculations. Good progress was made and pupils clearly enjoyed their learning. Often, however, teaching is less challenging and interesting, and activities do not always meet the needs of all pupils, especially the more able. Pupils do not take sufficient responsibility for their own learning, rely heavily upon adult direction and do not think enough for themselves. As a result, progress slows. Those who find learning difficult benefit from good support from teaching assistants and make progress in line with others.

Curriculum and other activities

Grade: 3

The curriculum is broad, balanced and meets statutory requirements. There has been a clear focus upon literacy and numeracy across all subjects that has resulted in improvements in standards over the last two years. Taster classes in Italian have been tried and French studies are now taken by all pupils. There are opportunities to develop key life skills through the good social and emotional aspects of learning programme and the links with the Children's Centre.

These impact well upon pupils' personal development. A topic approach has been introduced across the curriculum, with themes such as 'Spywatch' beginning to provide opportunities for linking subjects together and utilising the local area. The planning of learning does not always result, however, in teaching approaches and tasks that accurately match the wide range of pupils' needs within different year groups. The curriculum is enriched by extra activities, including visits to places of interest, visitors to school, and clubs ranging from martial arts to football and computing.

Care, guidance and support

Grade: 3

The school provides good care for all the pupils and excellent care for those with learning difficulties and/or disabilities. There are good relationships between pupils and adults. Pupils say they trust staff and so, on the occasions when they misbehave, they take correction well. Procedures to keep pupils safe are in place, regularly checked and known to staff.

Pupils who need help with their learning are identified early and well supported, especially by teaching assistants who skilfully teach many of the booster classes. The improved procedures for tracking the progress of all pupils provide useful information for teaching staff and managers. The quality of marking is variable. It does not give regular and helpful guidance to all pupils on what they should do to improve their work. Information from assessment is not yet used consistently to plan challenging lessons in all classes.

Leadership and management

Grade: 3

The headteacher has worked tirelessly to build a warm and welcoming learning environment in which all pupils are valued and cared for well. Declining numbers and staff reductions have been sensitively managed and extra classroom space used to provide room for important intervention work to support literacy and numeracy. The head has been helped by the highly committed staff and morale is good. The school knows through its self-evaluation what it has to do to bring about improvement and has satisfactory plans in place to achieve this. Local authority support has been wisely used to help improve teaching and learning, and standards in mathematics have improved significantly as a result. Overall strategies are beginning to show results but, as yet, have not impacted positively enough on standards and achievement. Community cohesion is satisfactory. Outreach work with the Children's Centre is good and developing well. This allows the school to build positive and supportive relations with a range of groups in the community. Governors know the school well and carry out their support and challenge functions effectively. Satisfactory progress has been made since the last inspection.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

8 March 2009

Dear Pupils

Inspection of Coppull Primary School and Children's Centre, Lancashire, PR7 5AH

Thank you for the warm welcome you gave my colleague and me when we inspected your school. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it. Coppull Primary School and Children's Centre is a satisfactory and improving school. These are the main things that we found good about your school.

- You get a sound start to your education within the Nursery and the Early Years staff help you to develop good personal and social skills.
- You clearly enjoy your time in school and this helps you in your learning.
- Your school cares for you and looks after you well. It has built strong links with the local community and your parents, especially through the work of the Children's Centre.
- You have a good understanding of what it means to lead a healthy lifestyle as a result of the work undertaken within the school.
- Standards in your school have improved over the last few years and you make satisfactory progress, including those who find learning difficult.

These are the things that we have suggested to your school to make it an even better place to learn.

- Further improve standards and help more pupils to reach the higher levels in English, mathematics and science at both key stages.
- Improve the quality of teaching, especially the pace and challenge of lessons, so that it is consistently good.
- Use the results of assessment and other data more often in lessons, and give you individual help through marking of your work, so that you know what standard you are working at and what you need to do to improve at any time.

You can help by telling your teachers how you learn best and if you have any difficulties. You can also help by continuing to attend school, behaving well and working hard.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector