

Great Eccleston Copp CofE Primary School

Inspection report

Unique Reference Number	119549
Local Authority	Lancashire
Inspection number	339466
Inspection dates	22–23 April 2010
Reporting inspector	Melvyn Hemmings

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair	Mr David Whittle
Headteacher	Mrs Beverley Melvin
Date of previous school inspection	10 July 2007
School address	Copp Lane Great Eccleston Preston PR3 0ZN
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Introduction

This inspection was carried out by three additional inspectors. They visited 17 lessons or parts of lessons. Inspectors observed seven teachers and held discussions with governors, staff, parents, groups of pupils and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 68 responses to parents' and carers' questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school is working to raise the attainment of boys
- the extent to which pupils are involved in self-assessment
- the opportunity for pupils to engage with others from different ethnic groups
- how effectively the recently developed senior management team promotes school improvement.

Information about the school

This smaller than average sized school has gained a number of awards, including the Activemark and Healthy School status. The number of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average. Almost all pupils are of White British heritage. There has been considerable disruption to staffing over the last year due to illness. The headteacher was appointed in January 2010. There is privately managed before- and after-school provision, which is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school is a stimulating and caring place in which to learn, firmly based on Christian principles. The headteacher's focused leadership is building effectively upon the school's success over previous years. All staff share her vision for improvement and a good team spirit is evident despite significant staffing issues last year. Accurate self-evaluation means that leaders have a good understanding of the school's strengths and weaknesses. They plan effectively what the school needs to do to improve further and successfully sustain improvements. Consequently, there is good capacity to ensure the school continues to move forward. Leaders actively promote community cohesion within the school and, as a result, it is a harmonious environment. There are good local and international connections beyond the school. The school makes pupils aware different cultures within the school community but does not sufficiently promote the variety of cultures to be found nationally.

Children make a good start in the Early Years Foundation Stage and achieve well. Pupils in Years 1 to 6 continue to achieve well and, by the time they leave school, attain above average standards in English, mathematics and science. A good proportion of pupils attain highly for their age. Consistently good teaching through the school contributes to this. Action taken to improve boys' attainment is proving successful and the gap between their performance and that of girls is narrowing rapidly. Leaders are not complacent and are keen to build upon pupils' good achievement. They acknowledge that learning is not personalised enough because teachers are not consistently skilful enough in identifying the specific next steps for pupils to learn apace, and are committed to remedying this.

Pupils enjoy coming to school and this is shown by their high rate of attendance. They behave well and have positive attitudes to learning, which contributes well to the good progress they make. Their involvement in evaluating for themselves what they need to do to develop their learning, is at an early stage of development. Curricular planning builds methodically upon previous learning but does not indicate sufficiently well how links between subjects can be made to provide further interest and increase opportunities to apply skills. Parents appreciate the commitment of staff in ensuring the safety and well-being of their children.

What does the school need to do to improve further?

- Build on pupils' good achievement by:
 - ensuring that teachers are more consistent in matching work in lessons to the individual needs of all pupils

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- fully involving pupils in assessing for themselves how well they are doing and how they might improve.
- Develop curriculum planning to strengthen links between subjects.
- Promote community cohesion more effectively, by developing pupils' awareness of cultural diversity in the United Kingdom.

Outcomes for individuals and groups of pupils**2**

Pupils are keen to learn and carry out their activities enthusiastically, which contributes significantly to their good achievement. They are attentive, concentrate well and are willing to persevere when faced with difficulties. They collaborate well in pairs and small groups to solve problems. This was evident in a mathematics lesson for pupils in Year 6 in which they were investigating how to manage money by trying to make a profit. Pupils enjoy books and have good reading skills. They write confidently to express their ideas and feelings and take care with their presentation. In mathematics, they have good skills in applying their knowledge and understanding to solve real-life number problems. Pupils have a good grasp of important scientific ideas and competently use information and communication technology to support their work in other subjects. There is no significant difference between the achievements of different groups. Pupils with special educational needs and/or disabilities make similar progress to other pupils because of the well targeted extra support they receive. Pupils currently in Year 6 are on track to maintain the above average standards attained in the national tests in previous years.

Pupils are polite, considerate and show respect for the feelings and values of others. They enhance school life by willingly taking on responsibilities, such as being a member of the school council. Pupils make a good contribution to the local community, including taking part in the Great Eccleston Show and designing speed signs to be erected on the road outside school to help reduce excessive speed by motorists. Their understanding of cultures in other countries is enriched by work in geography and studies involving their partner school in Zambia; their awareness of the cultural variety within the United Kingdom is less well developed. Pupils understand why they need to eat a balanced diet and take regular exercise in order to stay healthy. They say they feel safe and secure in school. Pupils' high rate of attendance and their above average basic skills means they are well prepared for the next stage of education and their future lives.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers manage lessons well so that pupils are fully engaged in their work and little time is lost. They have good subject knowledge that enables them to explain ideas and demonstrate new techniques clearly and confidently. Good planning usually ensures groups of different ability are given work that challenges them effectively, but not always. Teachers use questioning successfully to find out what pupils know and can do, and to develop their skills of speaking and listening. Pupils are informed about their progress and how to improve through marking and by talking to adults. They are not quite so good at assessing their own progress and acting accordingly. Occasionally, the conclusions to lessons do not give pupils enough time to review and consolidate what they have learned. Teaching assistants are deployed well to support all pupils, in particular those with special educational needs and/or disabilities.

The curriculum provides well-organised opportunities for learning, as well as experiences that contribute well to pupils' well-being and development. An extensive range of enrichment activities, including well attended extra-curricular activities, adds further interest and variety. Visits, and opportunities to work with a variety of visitors, extend pupils' skills and widen their horizons. An ecological study of the beach at Blackpool is a good example. Planning does not sufficiently emphasise how skills developed in one subject can be used to support learning in others. The school's commitment to providing a variety of good quality sporting experiences is reflected in achievement of the Activemark status. The curriculum effectively promotes pupils' understanding of environmental issues, such as providing the opportunity to be a member of the Eco club. The school is a safe place in which to learn and play. Staff know the procedures to

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follow if they have concerns about the well-being of a pupil. The support for potentially vulnerable pupils is well targeted and effectively develops their learning. Transition arrangements are good throughout the school and onto secondary school, and contribute well to pupils' development. The strong links with outside agencies ensure extra support for individual pupils is readily available.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The relatively new senior leadership team has quickly learned to work together and promotes school improvement well. They establish ambition and drive improvement by motivating staff and guiding their efforts to good effect. The period of disruption to staffing over the last year was managed effectively to minimise interruption to pupils' learning. Governors support the school well and are fully involved in influencing its future development. The school promotes equal opportunity and tackles discrimination well. It has relevant information about different groups of pupils that enabled it to identify that boys were not doing as well as girls. As a result an improvement in boys' attainment was targeted and is proving successful. All safeguarding requirements are met and arrangements are regularly reviewed. Governors and staff have a good awareness of safeguarding issues and they receive regular training, particularly in child protection. Leaders effectively promote community cohesion within the school and overseas, and pupils from different backgrounds get on well with each other. The evaluation of the school's work in this area lacks rigour but it has highlighted the relative weakness of links within the United Kingdom. Leaders are beginning to improve this aspect. The school has a good relationship with parents and carers who receive frequent information about their children's progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

About a third of parents and carers completed questionnaires. Parents and carers hold positive views about the school's work and the efforts of all staff. Two comments were typical of many, 'The school motto, Copp Cares, sums the school up. Right from day one in Reception my children have been cared for, both in terms of academic and life education' and 'The school is a fun, safe place in which to learn.' A very small minority did not agree that the school deals effectively with unacceptable behaviour. There was no such behaviour during the inspection and pupils say it is dealt with promptly if it occurs. A few parents and carers did not agree that the school takes account of their suggestions and concerns. Inspection evidence does not support this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Eccleston Copp CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 159 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	56	30	44	0	0	0	0
The school keeps my child safe	46	68	20	29	1	1	0	0
The school informs me about my child's progress	30	44	37	54	1	1	0	0
My child is making enough progress at this school	37	54	29	43	2	3	0	0
The teaching is good at this school	43	63	24	35	0	0	0	0
The school helps me to support my child's learning	37	54	29	43	1	1	0	0
The school helps my child to have a healthy lifestyle	45	66	22	32	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	47	29	43	0	0	0	0
The school meets my child's particular needs	33	49	32	47	1	1	0	0
The school deals effectively with unacceptable behaviour	29	43	29	43	6	9	0	0
The school takes account of my suggestions and concerns	28	41	35	51	3	4	0	0
The school is led and managed effectively	27	40	37	54	0	0	1	1
Overall, I am happy with my child's experience at this school	39	57	28	41	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 April 2010

Dear Pupils

Inspection of Great Eccleston Copp CofE Primary School, Preston, PR3 0ZN

Thank you for the very friendly welcome you gave the inspectors when we visited your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that:

- children get off to a good start in the Reception class and make good progress and achieve well throughout the school
- you say adults care about you and explain how to improve your work
- you behave well and enjoy taking on responsibilities, such as being a member of the school council
- adults look after you well and make sure you are safe
- the headteacher, staff and governors are working hard to help you do even better.

What we have asked your school to do now is to:

- build on your good achievement so you can do even better
- make better links between subjects so that the curriculum is even more interesting and enjoyable for you
- promote a better awareness of cultural diversity in the United Kingdom.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

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