

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

Inspection report

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| Unique Reference Number | 119469 |
| Local authority | Lancashire |
| Inspection number | 379813 |
| Inspection dates | 7–8 November 2011 |
| Reporting inspector | Yvonne Mills-Clare |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 105 |
| Appropriate authority | The governing body |
| Chair | Roy Coulson |
| Headteacher | L Ellis |
| Date of previous school inspection | 26 February 2009 |
| School address | Preston Road Coppull Chorley PR7 5DU |
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and observed five teachers. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at pupils' workbooks, assessment information about pupils' progress, records of the school's reviews of its actions for improvement, the current school development plan and updates of progress towards meeting priorities. They also considered questionnaires returned by 54 parents and carers along with questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of teaching on learning across the school and how well it enables all pupils consistently to achieve as well as they can.
- The extent to which the school is meeting the specific needs of boys.
- The achievement of pupils currently across the school.

Information about the school

This is smaller than the average primary school. Almost all the pupils are of White British heritage. Very few pupils are known to be eligible for free school meals. Although there are fewer pupils with a statement of special educational needs, the proportion of pupils with special educational needs and/or disabilities is average. The school has several awards including the Eco silver award, the Basic Skills award and it holds Healthy Schools status. In addition to the breakfast- and after-school clubs run by the school, there is a privately run pre-school and playgroup on site which did not form part of this inspection. It was inspected separately and receives a separate report which is available on the Ofsted website.

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?

3

The school's capacity for sustained improvement

3

Main findings

Coppull St John's CE VA Primary School provides a satisfactory standard of education. The school's calm, caring ethos promotes a strong sense of belonging and the pupils' good spiritual, moral, social and cultural development helps them to show empathy and care towards others and to feel safe.

Warm relationships in the school and a lively learning environment with bright and cheerful displays in classrooms and public areas mean that pupils are very happy to come to school. Parents and carers appreciate the school's commitment to the well-being and personal development of its pupils and the good quality care and support it provides. Consequently, pupils feel safe and have positive attitudes to learning. They have a good understanding of healthy lifestyles. The school works effectively with outside agencies to ensure that all pupils, including those whose circumstances make them potentially vulnerable, are well cared for. During lessons pupils are willing learners, behave well and respond positively to their learning.

Children enter the Reception class with skills that are expected for their age. They make a good start and achieve well, with many entering Year 1 at or above the expected level. The small cohorts of pupils produce wide variations in attainment. However, by the end of Year 6, attainment has been consistently average over time, particularly in English; current levels of attainment confirm that this is still the case.

Some good teaching was seen during the inspection, although inconsistencies in the quality of teaching mean, that for some pupils, their progress is not always steady and that teaching and progress overall across the school are satisfactory. Where support is used effectively, pupils with special educational needs and/or disabilities make similar progress to their peers. In the best lessons seen, pupils know what they are expected to learn and are involved in their own learning through the use of agreed criteria. Some good focused marking is evident, with pupils given the opportunity to respond to teachers' comments. However, this is not the case across all classes and year groups. Occasionally, marking is not used effectively to inform pupils of how well they are doing and of what they need to do to improve.

The headteacher provides strong, caring leadership and leaders and managers accurately evaluate priorities to improve the school. Many of the school's middle leaders are relatively new to their roles, which are still developing. As a consequence, this sometimes results in monitoring outcomes at this middle level not

being used as effectively as they could be to impact fully on whole-school improvement. Monitoring and self-evaluation are used correctly to identify areas for improvement, but the outcomes of this monitoring are often shared informally and are not always formally recorded.

Many strategies to raise attainment and achievement in writing, particularly among boys are showing a positive impact and boys are engaging and responding to writing positively. The good curriculum, enriched well by trips, visits and visitors, is being effectively used to narrow the gap in attainment between boys and girls in this area. This, coupled with accurate priorities for improvement, demonstrates the school's satisfactory capacity to improve further.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before the next section 5 inspection.

What does the school need to do to improve further?

- Improve the consistency of teaching to ensure good progress and raise attainment by:
 - ensuring that pupils are clear about what they are expected to learn
 - providing agreed criteria so that pupils know how they can improve their work
 - using marking consistently effectively to inform pupils of how well they are doing and of what they need to do to improve.
- Further develop the role of middle leaders throughout the school by:
 - extending their monitoring role in order to use findings consistently well to set targets that are closely linked to pupils' progress
 - recording formally the outcomes from monitoring initiatives undertaken by leaders to provide a permanent record as a basis for evaluating further improvement.

Outcomes for individuals and groups of pupils

| |
|----------|
| 3 |
|----------|

Pupils work well and are keen to learn. Their good behaviour and attitudes to work underpin their learning. They respect and trust the teachers to help them and they apply themselves diligently to their tasks and activities. Achievement is satisfactory. Teaching in some lessons can be too teacher-led and lacking in pace, with the result that the pace of learning for pupils slows. However, where teaching is brisk, pupils make much more rapid progress. Teaching assistants give valuable support and where they are effectively deployed, pupils with special educational needs and/or disabilities make similar progress to their peers. Progress in Key Stages 1 and 2 is satisfactory overall, although it accelerates towards the end of Key Stage 2. The school continues its focus on boys' attainment in writing and has adapted the curriculum creatively to engage and motivate them in writing. This is working well and boys were conspicuous in their enjoyment and involvement in their pirate theme, entering into the lesson activities with great enthusiasm.

Pupils’ personal qualities are good and they are positive about their school. In discussion, pupils speak about the way they feel safe. They understand the wisdom of attending school regularly and attendance is average. Pupils know how to lead good healthy lives and appreciate the activities provided by the breakfast- and after-school clubs. Good spiritual, moral, social and cultural development contains strengths in the way that pupils reflect on their lives and show consideration for others; the school works hard and with success to provide experiences for them beyond their own community. Pupils happily take on responsibilities across the school, such as school buddies; this ensures that the pupils feel included at all times. The school council provides a good forum for pupils’ views. In these important respects, they are developing skills which prepare them soundly for later life.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| 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 | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teaching promotes good relationships, resulting in adults and pupils working together in a calm and positive climate for learning. The quality of teaching is never less than satisfactory with some good teaching observed. In the good lessons, teachers focus on and evaluate learning. Planning is thorough, and is used well to adapt future tasks to build consistently upon pupils’ skills and knowledge. Questions are probing and result in pupils reflecting on their own and others’ learning. Pupils know what they are expected to learn and are given guidance on how to improve their work, through agreed criteria and meaningful marking. However, these good features are not always evident across the school and the quality of experiences the pupils receive is inconsistent. In some lessons, teachers talk for too long, the pace of the lesson slows and pupils are not always clear about what they are expected to learn or how they can improve their work. Teaching assistants are generally effectively deployed to support the learning of pupils with special educational needs and/or disabilities. This ensures that they make similar progress to their classmates.

The curriculum is good and has a clear focus on the development of numeracy and

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

literacy. It promotes pupils' personal development well. A recent focus on boys' writing has improved their engagement through well-considered 'boy friendly' topics. Through effective links with the high school, pupils enjoy sports and the performing arts. A good range of after-school activities, visits and visitors enhance pupils' learning experiences.

Well-organised arrangements for care, targeted support and a wide range of guidance programmes ensure that pupils feel they are well looked after: they trust in the staff in school. Pupils whose circumstances make them vulnerable are well supported and there are individual examples of pupils who have been successful in overcoming significant barriers to their learning. Many outside agencies provide specialist advice to enhance the provision in the school. There are good transition arrangements both when children start school and when they move on to secondary education.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: | |
| The use of assessment to support learning | 3 |
| 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 headteacher knows the school and its pupils well. She uses outcomes of her monitoring to identify where the school should and could be doing better and plans strategies to tackle them. However, middle leaders are not fully involved in whole-school improvement. Outcomes of monitoring and evaluation are often shared through discussions but are not always recorded formally, missing the opportunity to provide a permanent record as a basis for evaluating next steps and further improvement. The monitoring activities undertaken by middle leaders are not always used consistently well to set targets that are closely linked to pupils' progress. Members of the governing body are involved in the school through clearly structured committees. They offer both support and challenge, are well informed through presentations from staff and pupils through the year, but few outside of those employed by the school are involved in systematic, 'hands-on' monitoring of its performance.

Leaders and managers have been successful in establishing a safe and caring learning environment. Safeguarding is satisfactory, meeting all requirements, with procedures and policies in place and applied appropriately. The promotion of equality of opportunity is satisfactory; with strengths in the way the school cares for its pupils and does not tolerate discrimination of any kind. However, variations in the quality of teaching mean there are inconsistencies in the rate of pupils' progress.

Community cohesion is well promoted on a local, national and global level. Good links have been forged with schools in different circumstances, both nationally and abroad. Contacts with other local schools, organisations and community groups

promote good awareness of multicultural issues among the pupils.

Links with parents and carers are good. The majority of parents and carers are positive about the school. Regular events, workshops and the school’s open-door policy ensure parents and carers feel involved in their children’s learning. Good professional relationships through external partnerships add much to pupils’ academic and personal development.

These are the grades for the leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children have a positive start to their school life because relationships between staff and parents and carers are good, and teachers ensure that the children feel safe and secure in their new surroundings. Adults interact well with children, joining in their play while asking questions and facilitating learning. Children learn to cooperate well. These features, together with good teaching and organisation and an appropriate balance between adult- and child-initiated activities, help children to achieve well. A wide choice of activities encourages them to become independent learners, giving children the opportunity to learn across all areas.

Their enjoyment of learning is tangible with activities that stem from their interests. Indeed, children were having great fun weaving twigs, leaves and conkers to make mobiles, while others actively enjoyed counting and placing giant numbers on groups of articles dotted around the outside space. Many writing opportunities begin with physical, hands-on experiences, again designed to capture the imagination of the boys particularly.

Children understand how to stay safe and how important it is to be healthy, having access to fruit and water throughout the day. Resources, both indoors and outside, are stimulating and engaging. Good welfare arrangements ensure children are well cared for. Parents and carers are appreciative of the way they are encouraged to become involved in their children’s learning, with ‘Stay and Play’ mornings and ‘Learning Journeys’ available to them. The setting is well led and managed. Good communication and teamwork ensure staff know their children well and opportunities

for formal and informal assessments ensure activities support and challenge children’s learning.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in the Early Years Foundation Stage | 2 |

Views of parents and carers

There was an above-average response to the questionnaires with approximately 50% of parents and carers returning the forms. Of these, parents and carers were unanimously positive in their response to seven out of the 13 statements. They say their children enjoy school, are kept safe; they are pleased with their children’s experience of school and that the school is led and managed effectively. In addition, all feel that their children make enough progress, that the teaching is good and that school helps their children to lead a healthy lifestyle. A small minority of parents and carers disagree that the school deals effectively with any unacceptable behaviour. During the inspection, behaviour was good in the school and teachers managed it effectively. Inspectors concluded, after discussions with pupils, staff and members of the governing body that procedures are in place to deal effectively with these concerns. However, inspectors did find that some pupils could make better progress and that not all teaching was promoting progress as effectively as it could.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coppull St John's Church of England Voluntary Aided 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 inspector received 54 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 37 | 69 | 17 | 31 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 37 | 69 | 16 | 30 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 31 | 57 | 20 | 37 | 3 | 6 | 0 | 0 |
| My child is making enough progress at this school | 29 | 54 | 24 | 44 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 31 | 57 | 22 | 41 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 28 | 52 | 23 | 43 | 2 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 32 | 59 | 22 | 41 | 0 | 0 | 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) | 25 | 46 | 26 | 48 | 1 | 2 | 0 | 0 |
| The school meets my child's particular needs | 28 | 52 | 23 | 43 | 2 | 4 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 17 | 31 | 30 | 56 | 6 | 11 | 0 | 0 |
| The school takes account of my suggestions and concerns | 24 | 44 | 23 | 43 | 1 | 2 | 0 | 0 |
| The school is led and managed effectively | 29 | 54 | 21 | 39 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 32 | 59 | 22 | 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 all 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



9 November 2011

Dear Pupils

Inspection of Coppull St John's Church of England Voluntary Aided Primary School, Chorley PR7 5DU

What a delightful time my colleagues and I had when we visited your school! Thank you for talking to us and for showing us your work. We appreciated especially hearing all about your visits, your achievements and what you enjoy. It was very clear from our chats and the questionnaire replies we received from you, your parents and carers that you enjoy school and think that you are safe and well cared for.

The school provides you with a satisfactory education, but does many things well. You feel very safe at school and get on well together; your behaviour is good and you look after each other; you take plenty of exercise and know all about keeping healthy; and the school takes good care of you.

To improve your school further we are asking your headteacher, teachers and governors to do a number of things. We have asked that all your teachers make it clear to you what you are expected to learn. Some of you know what your teacher is looking for in your work, as you have good information to help you. We would like all of you to have this kind of helpful information to help you in your lessons. Also, when your work is marked, we have asked that all the teachers make sure that the marking shows you how to improve your work. In addition, when leaders in your school are finding out how well you are all doing in all the various lessons you have, we have asked them to use their findings to set targets that help you make even better progress in learning different skills and then record what they find so they have some way of measuring the improvement that has been made.

You can all help by coming to school, on time, every day and doing the very best you can always. I wish you all well for the future.

Yours sincerely

Yvonne Mills-Clare
Lead inspector

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