



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Great Eccleston Copp CofE Primary School

Copp Lane
Great Eccleston
Preston
PR3 0ZN

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Blackburn

Local authority: Lancashire
Dates of inspection: 2 July 2015
Date of last inspection: April 2010
School's unique reference number: 119549
Headteacher: Beverley Melvin
Inspector's name and number: Gail Fullbrook 530

School context

Great Eccleston Copp School is a smaller than average-sized primary school with 154 children on role. Very few children are known to be eligible for support through child premium funding. The proportion of disabled children and children with special educational needs is lower than average as is the proportion of children supported with a statement of special educational needs. Almost all children are of white British origin and all children speak English as their first language. At the school's most recent OFSTED inspection in September 2014 the school was judged to require improvement.

The distinctiveness and effectiveness of Great Eccleston Copp school as a Church of England school are good

- Explicit Christian values make a significant contribution to the personal development, attitudes to learning and behaviour of all children.
- The growing importance of times of reflection and prayer support children's spiritual development.
- Staff, governors, children and parents recognise the impact of the school's clear Christian vision.

Areas to improve

- Develop opportunities for children to plan and lead worship in order to support them in recognising their own value as worship leaders.
- Develop the teaching of key skills associated with Religious Education (RE) in order that all children making good or better progress.
- Increase involvement of governors in the self-evaluation of the school as a church school to further improve the scope and impact of self-evaluation process.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The distinctive Christian values of this good school are known and understood by children and adults alike. Children feel valued and are proud to be 'Copp Kids'. They talk about their school values with enthusiasm and share ways in which they impact on daily life. Parents appreciate being able to refer to the values when discussing things of importance at home. The school's academic achievement is increasingly supported by reference to the values of the school and to the mission statement, 'Copp, the village school where everyone is special and where God will help us grow.' Attendance is high because children enjoy coming to this caring Christian school. Rare concerns about attendance are quickly addressed through personal contact with families. The recently appointed values group have worked hard to develop spaces around the school where children can go to reflect and pray. These areas are well used, and through well placed written thoughts and verses from scripture, are supporting spiritual development. Children express their thoughts clearly and with confidence and occasions within lessons when they can stop and take time to reflect are valued. The Spiritual, Moral, Social and Cultural awareness (SMSC) of children is a strength. They have a clear understanding of right and wrong and of the importance of supporting their community. Children recognise that these attributes relate directly to the teaching and life of Jesus and share stories that exemplify them. For example, when sharing a time when a dog handler and his guide dog came into school, children drew parallels between the provision of the dog for the partially sighted man and Jesus' healing of the blind man. The behaviour of children is excellent and they say with pride, that this is because, 'We have our Christian values.' Relationships are strong reflecting the vision embedded in the school's motto, 'Copp cares.' Children are keen to share their knowledge and understanding of world faiths, and through work with organisations such as Christian Aid have an awareness of Christianity as a world religion. Children make links between the Christian values they uphold and values held by those of other faiths. They talk with respect of the beliefs of others and have a strong awareness of the importance of learning about their own faith and the faiths of others.

The impact of collective worship on the school community is good

Well planned worship themes are a fundamental element of the school's Christian distinctiveness. Children enjoy worship and talk of occasions when a theme has encouraged them to think deeply. For example a child spoke of the moment when he realised that when people work together they can achieve something that could not have been achieved on their own. Within worship links are made between Biblical stories and associated Christian values, however sometimes these links are not as clear as they might be, and as a consequence children do not always find it easy to recall the detail of the story told. Major Christian festivals are usually celebrated in church alongside parents and members of the congregation. Children lead this worship and are confident when sharing their understanding. For example, when talking about Pentecost year 6 children explained that, 'God is like the wind, powerful, invisible and helps you move on.' Children enjoy times when visitors lead worship and sometimes feel inspired to make a personal response. Following an act of worship where the threat of malaria was highlighted, children raised funds to purchase mosquito nets. All classrooms have a space for reflection and many children find them useful. One child shared her sadness when a family member died and spoke of sitting in a reflection area whilst the funeral was taking place and praying. Children talk of set times of prayer within the school day and of occasions when quiet personal prayer is important. A school prayer has been written by the children and several parents comment that they now use the prayer at home too. Building on this success, children are now encouraged to write prayers and these are often left in and around reflection areas but tend not to be offered within collective worship. Older children have a developing understanding of the Trinity and its importance to Christians. Although children often support those leading worship, they are not yet fully involved in the planning or leadership of worship. Evaluation of worship by a range of adults and children is routinely gathered and information gained informs future themes and activities.

The effectiveness of the religious education is good

Children enjoy religious education (RE) and recognise the importance of their learning. They particularly enjoy opportunities to learn from first-hand experiences. In a Year 3/4 class children entered an area set up as a Sikh Gurdwara and found out about key artefacts and the way in which Sikhs prepare for worship. At its most effective teaching is characterised by the development of key skills such as evaluation and reflection and the use of questioning to deepen understanding. Where present, features of good teaching and learning such as differentiation, deep questioning and effective marking contribute to children making good progress, recognising personal strengths and understanding their next steps. Assessment procedures have recently been introduced that will support the school in tracking the progress of individual children over time. Standards in RE are in line with national expectations for the vast majority of children by the end of Key Stage 2. They make good progress although a scrutiny of workbooks indicates that fewer children achieve at higher levels in RE than in other core subjects. Older children have a secure knowledge of Christianity and other faiths studied and understand the impact of religion on the lives of believers. In response to the long term absence of the subject leader the headteacher and deputy headteacher, supported by staff, have assumed responsibility for the subject. Good procedures have been introduced to support the routine monitoring and evaluation of teaching and learning in RE and there is good evidence that these are beginning to have impact.

The effectiveness of the leadership and management of the school as a church school is good

The school's clear Christian vision, shared with staff, governors, children and parents, effectively impacts upon the life of the school. Based on distinctively Christian values it informs relationships, supports staff and contributes to the positive attitudes of the children towards their work. Procedures for the evaluation of the school as a church school are in place although there is scope to develop governor involvement further. It is widely acknowledged by parents and governors, that the Christian distinctiveness of the school has developed in recent years. The focus for development from the previous inspection has been fully addressed. The impact of the Christian distinctiveness and vision of the school are now becoming evident in the achievements of children. Procedures are in place for ensuring that CW, RE and the wider curriculum are in line with the school's vision and core values. Children recognise that their understanding of Christian values supports their SMSC development and they share with pride ways in which they live out each aspect. A board where the question, 'What would you like our world to look like?' is posed, has responses such as, 'A place where we can trust everyone', and 'A place where we are all friends'. Children point out with pride that trust and friendship are important Christian values in their school. Good links are in place between the church and the school and there is a commitment to further developing these to maximise their impact on the children. A Christian club started by a member of the church congregation is flourishing and the school choir sings occasionally in church and regularly supports local community events. Staff and governors benefit from training to develop their role in this distinctively Christian school. The headteacher, supported by staff and governors, ensure that collective worship and RE have a high profile within the life of the school.

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