

Harrogate, Coppice Valley Community Primary School

Inspection report

Unique Reference Number	121438
Local Authority	North Yorkshire
Inspection number	359013
Inspection dates	8–9 March 2011
Reporting inspector	John Paddick

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Mr Mike Wilkinson
Headteacher	Mr John Drake
Date of previous school inspection	7 November 2007
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Introduction

The inspection was carried out by three additional inspectors. They visited 12 lessons taught by eight teachers. Inspectors scrutinised a wide variety of pupils' work, especially in English, mathematics and science. They held meetings with the headteacher, teachers with responsibility for subjects, the Early Years Foundation Stage leader and the Chair of the Governing Body. Inspectors also met with a group of Year 6 pupils. They observed the school in session and looked at minutes of the governing body meetings, the school development plan, records of pupils' progress and safeguarding documentation. Inspectors analysed 45 questionnaires from parents and carers, 73 from pupils in Years 3 to 6, and 11 from members of staff.

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

- How high is the attainment of Year 6 pupils in English, mathematics and science.
- Whether all groups of pupils are making at least satisfactory progress.
- Whether targets for pupils are sufficiently challenging.
- How effective is the development planning cycle.

Information about the school

Coppice Valley Community Primary School is smaller than average for its type. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups is well below average. Very few pupils are at an early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals is below average. Around a fifth of the pupils have special educational needs and/or disabilities, which is average. Very few pupils have statements of special educational needs. Fewer pupils join the school or leave other than at the normal time. There are childcare facilities run by another provider on a site adjacent to the school. The current headteacher has been in post since September 2010.

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

Coppice Valley Community Primary School provides pupils with a satisfactory standard of education. It is a happy and welcoming school with several good features. Examples are the good learning atmosphere and the good quality of care, guidance and support that pupils receive. Parents and carers fully recognise these and other strong features such as pupils' good behaviour and the way that the school keeps their children safe. Capacity for sustained improvement is satisfactory. This is because, although pupils' achievement is still satisfactory as it was at the time of the previous inspection, there have been recent improvements which are beginning to accelerate the pace of learning. These particularly relate to better teaching and assessment procedures. The school's self-evaluation is accurate in most respects, and plans to raise attainment and the quality of teaching have a high profile.

The school has recently been setting more challenging targets for its pupils but it has only been partially successful in meeting them. This is because there is a variation in the quality of teaching from outstanding to satisfactory and a legacy of previous underachievement in mathematics for some pupils to overcome. Nevertheless, attainment is rising and the gap between where pupils are and the school's sufficiently challenging targets is narrowing quickly. Teaching is being monitored frequently but some key weaknesses remain in a significant minority of lessons. For example, the pace of learning slows when teachers dominate proceedings for too long and leave pupils with insufficient time to develop and consolidate skills. The marking of pupils' work varies from good to barely satisfactory resulting in some important errors not being picked up. Nevertheless, substantial improvements in assessment and tracking procedures are helping teachers to measure pupils' progress accurately and to provide extra help when they have concerns about individuals in their classes.

Pupils display positive attitudes and are keen to discuss their work and their school. They say that they feel safe and enjoy their education. Children in the Reception class get off to a strong start and make good progress. A decline in pupils' national test results at the end of Year 6 in 2008 and 2009 was reversed in 2010 with assistance from the local authority. Current attainment in English is broadly average but many pupils present their written work in a rather haphazard and untidy manner. In mathematics, attainment is below average but improving with more pupils reaching the level expected for their age. As in English, the standard of presentation of some pupils' work leaves much to be desired.

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

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What does the school need to do to improve further?

- Raise attainment in mathematics by ensuring that pupils make faster progress and move on much more quickly to more challenging work.
- Improve the quality of the currently satisfactory teaching to good by:
 - – increasing the pace of lessons
 - – ensuring a good balance between teachers' talk and pupils' activity
 - – ensuring marking consistently identifies errors and indicates how these can be resolved.
- Improve the presentation of pupils work by:
 - – having higher expectations of the quality of work required
 - – challenging more effectively untidy handwriting and layout of work.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their education and display positive attitudes to their work. In class they are attentive and usually fully engaged. They are keen to answer questions and work well in pairs to make decisions and explore topics they have been set. When teaching is less challenging or pupils are unclear about how to improve, progress is slower. Nevertheless, all groups of pupils, including those with special educational needs and/or disabilities are now making at least adequate progress. Attainment has risen quickly from the low point in 2009 when national test results represented inadequate progress. From that time the school had support from the local authority in a successful effort to raise standards. The local authority has now substantially scaled back the support because the new headteacher has secured the improvements in attainment. Current standards in English in all year groups are broadly average. Pupils express themselves well orally and learn effectively how to write at length for a range of audiences. Mathematical standards are below average but rising. In previous years, some pupils did not make enough progress in this subject and are still making up ground. This means that in Year 6, pupils are less confident in more challenging tasks including changing fractions to percentages and decimals and using these to solve more complex problems. In science, pupils have a good understanding of biological and physical processes and practical skills in conducting experiments develop well. However, development of their writing and mathematical skills through the recording of their experiments is underdeveloped. As children join the school with average skills in Reception, the broadly average overall standards they are reaching by Year 6 represent satisfactory achievement.

Pupils develop good social skills and relate well to their peers and the adults who work with them. Behaviour is almost universally good both in class and at breaks and lunchtime. Pupils have a strong grasp of what constitutes healthy living and can give many examples of how this affects their eating habits. Attendance has recently improved and is now above average. Pupils are keen to take on responsibility when they are given the opportunity. For example, the school council is involved in discussions about rules, raises money for charity and has provided extra equipment for the younger children to use outside. Pupils have a good grasp of the importance of music, art and sport and have a good understanding of many of the different cultures to be found in Britain and beyond.

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

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	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching is always at least satisfactory, frequently good and occasionally outstanding. Teachers promote good relationships with their pupils and manage their classes well. The better lessons are always characterised by good planning, an enthusiastic and compelling delivery, a brisk pace and an interesting variety of approaches that keep pupils fully engaged. In an outstanding mathematics lesson, some of the school's younger pupils rapidly found out how to convert metres to centimetres through an impeccably managed outside activity followed by a very productive discussion about their next steps for learning. However, in some lessons, pupils' progress is restricted because teachers spend too long talking and asking questions. This causes the pace of learning to decline compared to the good lessons where pupils are given much more time to think and be actively engaged in a variety of different types of learning activities. Occasionally, especially in mathematics, tasks are not always targeted correctly to the needs of some of the least- and most-able pupils.

The curriculum is providing pupils with a secure route towards making satisfactory and improving progress in their basic skills. There are some good features. For example, a good range of extra-curricular activities and visits makes a strong contribution to pupils' personal development. Good quality care, guidance and support make effective contributions to the quality of pupils' education. Frequent and accurate assessment

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identifies those who are underachieving and triggers extra help for them, often on a one-to-one basis. Strong and effective links with the Nursery and secondary schools ensure that pupils make a smooth transition to the next phase in their education. Specialist help for pupils with the greatest levels of need is effective in enabling them to participate fully in all aspects of school life.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is providing the school with strong and effective leadership. With the full support of the governing body he has established a clear agenda for change and improvement. He has high expectations of his staff but he also has their full confidence. A strong focus on the quality of teaching and the introduction of a robust system for measuring the rates of pupils' progress has meant that reaching or exceeding the school's challenging academic targets has top priority. However, the new systems have only been in place since September so it is too early to judge whether they are being fully effective. Since September, the environment for learning has greatly improved and interesting displays are beginning to record pupils' achievements. However, there is still further scope to celebrate more pupils' writing around the school. The governing body provides effective leadership and has a very clear grasp of what the school does well and where it needs to improve. It is well informed about the progress that the school is making and will not accept mediocrity.

Safeguarding features meet all requirements but procedures for reviewing their effectiveness are insufficiently developed. The school promotes equal opportunities well and there is no evidence of discrimination. The school's new tracking system ensures that any underachievement is now identified quickly and that extra help is given to pupils who need it. Promotion of community cohesion is satisfactory overall and the school's plan covers the intended strands of religion, ethnicity and socio-economic characteristics of its community. As a result, pupils have a good understanding of belonging to a community. Systems to evaluate the impact of these links on the outcomes of the school are not fully developed.

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These are the grades for 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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in Reception benefit from a welcoming and safe environment and good teaching. They make good progress and most enter Year 1 with at least average attainment. Some do considerably better than that. The good progress that pupils make results from consistently good and imaginative teaching and a good balance between activities led by adults and those chosen by the children themselves. Very thorough arrangements for the observation and assessment of children mean that members of staff know exactly how much progress they are making and where there needs to be further emphasis. Nevertheless, there is still scope for greater emphasis on good writing habits through the development of correct pencil grips and correct letter formation.

Children develop effective personal and social skills quickly. They cooperate well, enjoy their education and soon learn how to work effectively alone and with their peers. They relate well to the adults who work with them and trust them. Behaviour is consistently good and children share and take turns in a variety of situations, for example in role play and in using larger apparatus outside. Members of staff are effective in involving parents and carers in their children's education through sharing learning journey documentation and the promotion of workshops and drop-in sessions. The Early Years Foundation Stage provision is well managed by the recently appointed leader. Staff work well together and constantly review their work and the impact of the programme that they have devised.

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

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 of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers have a very positive view of the school and the quality of education that it provides for their children. Inspection evidence supports these positive views because most aspects of the school's work are at least satisfactory and it is improving quickly. A few parents and carers expressed concerns about the amount of progress that their children are making. Inspectors found that, although there had been some inadequate progress in the fairly recent past, the overall picture is changing quickly. The pace of learning has accelerated and most pupils are now making at least satisfactory progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harrogate, Coppice Valley Community 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	58	19	42	0	0	0	0
The school keeps my child safe	21	47	23	51	1	2	0	0
My school informs me about my child's progress	19	42	21	47	3	7	0	0
My child is making enough progress at this school	20	44	21	47	4	9	0	0
The teaching is good at this school	25	56	20	44	0	0	0	0
The school helps me to support my child's learning	21	47	22	49	0	0	1	2
The school helps my child to have a healthy lifestyle	24	53	19	42	2	4	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)	19	42	22	49	0	0	0	0
The school meets my child's particular needs	23	51	18	40	1	2	0	0
The school deals effectively with unacceptable behaviour	19	42	21	47	3	7	1	2
The school takes account of my suggestions and concerns	19	42	24	53	1	2	0	0
The school is led and managed effectively	23	51	19	42	0	0	0	0
Overall, I am happy with my child's experience at this school	26	58	19	42	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 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 2009/10 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.



10 March 2011

Dear Pupils

Inspection of Harrogate, Coppice Valley Community Primary School, Harrogate, HG1 2DN

Thank you for making the team so welcome when we came to inspect your school recently. A particular thank you goes to those of you who filled in the questionnaires or met with us to talk about your school and the progress you are making. We were impressed by your good behaviour and your good attitudes to work.

We found that your school is providing you with a satisfactory and quickly improving quality of education. Your headteacher has done a good job since he arrived in September because he has been successful in improving lessons and ensuring that you make faster progress. Your teachers now know exactly how much progress you are making because they check it regularly. If they think that you need extra help they arrange it for you. We are pleased to know that the appearance of the inside of the school is now much better.

Your school can still improve further and we have asked the governing body, headteacher and staff to make some changes to enable you to learn even more quickly. These are to:

- move you on to more difficult work in mathematics more quickly
- improve some lessons so that all of you are taught well all of the time
- ensure that some of you improve the presentation of your work.

You can help by continuing to behave well and work hard.

Yours sincerely

John Paddick

Lead inspector

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