

# Coppetts Wood Primary School

## Inspection report

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<b>Unique Reference Number</b>	101270
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	376533
<b>Inspection dates</b>	19–20 September 2011
<b>Reporting inspector</b>	Derek Watts

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Salinger
<b>Headteacher</b>	Deena Chetty
<b>Date of previous school inspection</b>	7 June 2007
<b>School address</b>	Coppetts Road, Friern Barnet London N10 1JS
<b>Telephone number</b>	020 8883 0248
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<b>Email address</b>	head@coppettswood.barnet.sch.uk

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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by three additional inspectors, who observed teaching and learning in 18 lessons or part lessons, taught by 14 different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, the staff, members of the governing body, parents and carers and pupils. The inspectors analysed 107 questionnaires completed by parents and carers, 115 from pupils and 21 from staff.

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

- The effectiveness of the strategies to develop children's language skills in the Early Years Foundation Stage.
- How well the specially resourced provision (speech and language) is used to help pupils progress.
- How well teachers plan and provide for the most able pupils so that they can progress as well as they can.
- The extent that middle leaders are involved in evaluating performance and bringing about improvements.

## Information about the school

Coppetts Wood is a slightly smaller than average primary school. Pupils are from a wide range of ethnic backgrounds and the proportion of pupils who speak English as an additional language is high. The proportion of pupils with special educational needs and/or disabilities is above average. There is a 14-place 'Language Resource Provision' for pupils with speech and language needs. This is referred to as the speech and language provision and is a local authority facility which serves pupils from the immediate area and further afield. The proportion of pupils known to be eligible for free school meals is well above average. A higher than average proportion of pupils join or leave the school at other than the normal starting and leaving points. There is Early Years Foundation Stage provision for children in Nursery and Reception. An on-site before- and after-school club is managed by the governing body. A children's centre with pre-school provision is part of the school and shares the school site. This is managed by the headteacher and the governing body, but was inspected separately.

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

Coppetts Wood Primary is an outstanding school. Senior leaders and staff have maintained and built upon the strengths identified in the previous inspection. As a parent stated, 'The school goes from strength to strength.' All groups of pupils are highly valued and have full access to the high quality opportunities provided. Outstanding care, guidance and support and the very positive school atmosphere make a considerable contribution to pupils' personal development. Pupils thoroughly enjoy school and are highly motivated learners. Attendance has improved to above average levels. Community cohesion is promoted extremely well and pupils make exceptional progress in their spiritual, moral, social and cultural development. Behaviour in lessons and around the school is outstanding. Pupils feel extremely safe because of the attention given to safeguarding and show an excellent understanding of how to lead a healthy lifestyle. They make valuable contributions to the school and to the wider community. Pupils achieve well because of good teaching and a highly effective curriculum. Pupils in the speech and language provision make exceptional progress because of high quality specialist teaching and they are extremely well integrated into the life of the school.

Children in the Early Years Foundation Stage make good progress in most areas of learning and they make outstanding progress in their personal development. Good attention is given to developing children's language skills. Good progress continues in Years 1 and 2 and pupils' attainment by the end of Year 6 is above average. Pupils develop into confident speakers and readers and they write interesting pieces in a range of topics. They apply numeracy skills well in solving problems.

Teaching successfully promotes good progress for all pupils. There are examples of outstanding practice which are only partially shared among the staff. Teachers establish clear expectations and high quality relationships with pupils. Explanations, instructions and questioning promote learning well. Assessment is used effectively to plan teaching and to match tasks to pupils' abilities. Occasionally opportunities are missed to fully extend pupils' learning, particularly the most able and learning can slow when time is not maximised. An exciting curriculum is adapted to meet the needs of all groups of pupils and is enriched by a wide range of additional activities that result in overall outstanding outcomes for pupils.

The school has been successfully led and managed since the previous inspection and the new headteacher, with staff, is building on the school's many strengths. The school engages positively with parents and carers who are pleased with the care and education provided. Some typical comments were: 'Tremendous school', 'I'm glad my child attends this school' and 'My child is progressing well.' There are first-rate partnerships with other agencies to promote pupils' learning and development.

Members of the governing body make a valuable contribution to the school's effectiveness and improvements. Through accurate, systematic self-evaluation, the school knows its strengths and takes positive action to bring about improvements. Since the previous inspection, the school's effectiveness has progressed from good to outstanding. The school demonstrates an outstanding capacity to improve.

## What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and learning by extending the sharing of the excellent practice and ensuring that in all lessons:
  - learning time is maximised
  - tasks are very well matched to pupils' needs, especially the most able.

## Outcomes for individuals and groups of pupils

<b>1</b>
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Children enter the Early Years Foundation Stage with knowledge and understanding below the levels expected for their age, particularly in language. They make good progress, and attainment on entry to Year 1 is broadly average.

Across the school, pupils show enthusiasm for learning and enjoy the wide range of activities provided. Pupils in Key Stages 1 and 2, including the more able and those with special educational needs and/or disabilities, make good progress. Pupils at an early stage of learning English benefit from well-targeted support. Late joiners are quickly given the support they need when necessary and also make good progress. By Year 6, it is evident from school assessments, the lessons seen and pupils' work that attainment is above average in reading, writing and mathematics and that pupils' achievement is good.

Improving pupils' speaking and listening skills has been successful. Pupils make good progress in these areas because of the well-planned opportunities for them to discuss their learning in pairs and small groups. For example, pupils in Year 1 made exceptional progress in describing the exotic range of fresh fruits in the story '*Handa's Surprise*'. A structured approach to the teaching of reading, and the successful support provided contributes to pupils' good progress. Pupils write for a range of purposes and in different styles. Their writing is lively and imaginative. After being inspired by the teacher's enthusiasm, explanations and attractive information leaflets, Year 6 pupils used imperative verbs and powerful adjectives in their own persuasive writing. They apply and develop their writing skills in other subjects.

Pupils make good progress in mathematics because of the exciting practical problem-solving approaches provided. In Year 5, pupils used a range of strategies to find the value of different symbols and to identify missing numbers in complex patterns. In science, pupils in Year 2 thoroughly enjoyed tasting a range of foods and classifying them as salt, sweet or sour. Pupils produce high quality artwork to support their topics. In the study of trees, Year 3 created striking paintings of dogwood blossom while Year 6 crafted three-dimensional tree sculptures using plaster of Paris.

Pupils make outstanding progress in their personal development and demonstrate qualities such as cooperation, kindness, respect for others and responsibility. Assemblies are very positive events where pupils reflect that people are different and on helping others to solve problems. They show outstanding knowledge and considerable respect for the different cultures and faiths within the school. Pupils feel extremely well cared for at school and know that there are always grown-ups they can turn to for help if needed. Pupils choose healthy food and participate in rigorous exercise. They make valuable contributions to the school and to the wider community. Those on the school council represent their fellow pupils very well. The choir perform in the local community. Pupils raise funds for a wide range of appeals and charities to help those who are less fortunate than themselves. With outstanding personal skills and their good progress in literacy and numeracy, pupils are well prepared for their next school and for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching promotes enjoyment and effective learning for pupils. Pupils told inspectors, 'Teachers explain things really well' and 'They make lessons fun for us'. There were examples of outstanding lessons in English, in mathematics and in the speech and language provision. In these lessons, the teacher's enthusiasm and strong subject knowledge, high expectations and challenging practical approaches led to exceptional gains in pupils' learning.

Teachers create attractive and stimulating classrooms with interesting artefacts, learning prompts and high quality displays of pupils' work which reflect the current interesting topics being studied. Lessons have a clear purpose and so pupils know what they are expected to learn. Questioning is used effectively to challenge pupils' thinking and to check their understanding. Pupils' interest is sustained because

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

activities are tailored closely to their abilities and needs. Teaching assistants are usually effectively deployed and make good contributions to pupils’ learning, particularly for those who need additional help. In just a few lessons, the pace of learning slowed with overlong introductions as pupils were eager to tackle the main task. The marking of pupils’ work is helpful and constructive and guides pupils’ future learning well.

The innovative curriculum contributes extremely well to pupils’ outstanding personal development and promotes good academic achievement. It provides exciting and memorable learning experiences for all pupils. Strong links between subjects add meaning and relevance to pupils’ learning. Health education and the wide range of physical activities provided contribute extremely well to pupils’ excellent understanding of healthy lifestyles. Provision for art is a strength and there are high quality displays of pupils’ work all around the school. Pupils thoroughly enjoy the wide range of clubs, including choir, dancing, football and karate. Visitors and visits further enhance the curriculum and pupils’ learning. The impressive garden and natural areas provide first-class opportunities for growing plants and for scientific study.

Care, guidance and support underpin the school’s extremely positive ethos. Pupils and parents and carers fully appreciate the extremely well-organised, safe and secure environment provided. A typical comment from parents and carers was, ‘This school really cares about its pupils.’ Relationships between adults and pupils are outstanding. Pupils with special educational needs and/or disabilities are provided with the good support they need. Pupils from the specially resourced provision have balance of specialist teaching and are very effectively integrated into mainstream classes. A very pleased parent echoes the views of many: ‘The support my child has received has been outstanding.’ In partnership with other agencies, the school is highly successful in supporting pupils and their families who require additional help. The very effective monitoring and promotion of attendance has led to steady improvements in this area. Pupils take advantage of the well-organised breakfast club and after-school clubs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher and staff have very successfully created an extremely positive school atmosphere for pupils to learn and develop. The new headteacher has quickly gained the confidence and respect of pupils, staff, parents and carers. Senior leaders, staff and governors are firmly focused on providing high quality provision and promoting outstanding outcomes for pupils. Strong teamwork and a highly

professional ‘can do’ culture are features of the school’s staff. Senior and middle leaders and managers are successfully engaged in monitoring performance and improving their areas of responsibility. Senior leaders take effective steps to ensure that all staff, including new leaders receive the support and training they need. There are good systems for monitoring and developing teaching and senior staff are striving to increase the proportion of outstanding lessons.

Members of the governing body show a good understanding of the school’s strengths and improvement priorities. They are supportive and provide constructive challenge to hold the school to account. Safeguarding is given good attention and there are effective policies and procedures to protect and safeguard pupils. The monitoring and evaluation of these procedures are thorough. All staff are well trained in the area of safeguarding. Safe practices for pupils are successfully promoted through the school’s teaching and the curriculum.

All groups of pupils have full access to the high quality provision resulting in good progress in their learning and outstanding progress in their personal skills. Equality of opportunity is promoted extremely well and discrimination is effectively tackled. Community cohesion is a great strength. The school has a very good understanding of the diverse community it serves because of careful monitoring and the first-rate relationships established. An appreciation of different cultures and faiths is promoted extremely well through the school’s curriculum and this contributes to pupils’ knowledge and understanding of the wider world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Good leadership and planning are promoting good provision in this setting. There are some outstanding elements. Children settle quickly because of good induction arrangements. They make exceptionally good progress in their personal, social and



emotional development because of the strong relationships between adults and children and the first-rate attention to care, guidance and welfare. Children feel safe, secure and grow in confidence.

Children thoroughly enjoy the indoor and outdoor activities provided. Children are well taught and make good gains in their learning. Assessment information is used well to plan teaching and learning. There is an effective balance of adult-led activities and those chosen by the children. Just occasionally, teachers’ introductions are overlong and children are not fully active learners. Children have good opportunities to explore, be creative and work independently. Each child has a ‘special book’, an annotated and photographic record of their progress and learning experiences. This is shared with and valued by parents and carers.

Children make good progress in speaking and listening because these skills are effectively promoted through most activities. For example, with good guidance and questioning by adults, children in Reception made good progress in acquiring and applying new vocabulary as they made healthy sandwiches. There are good opportunities for them to acquire and practise mark making and early writing skills. The spacious and well-resourced outdoor areas successfully encourage children to be active and purposeful learners. The new leader brings good experience to the role and has identified the need to refine and sharpen the assessment procedures.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Almost all of the parents and carers who returned the questionnaire are happy with their children’s experience at the school. They are particularly pleased with the safety in the school, the sense of enjoyment, teaching, information about their children’s progress, pupils’ progress and the promotion of healthy lifestyles. The inspection findings support these very positive views. The results of this survey indicate that parents’ and carers’ concerns about the school are very few. A very small minority did not feel that the school deals effectively with unacceptable behaviour and that the school does not meet particular needs. During the inspection, pupils’ behaviour was extremely positive and there are effective procedures to deal with any inappropriate behaviour should it occur. The school strives to meet the needs of all pupils and most pupils are making good progress. The school is not complacent and the new headteacher and staff are keen to further extend the partnership with parents and carers.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coppetts Wood 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	66	36	34	0	0	0	0
The school keeps my child safe	75	70	30	28	0	0	1	1
The school informs me about my child’s progress	58	54	44	41	3	3	1	1
My child is making enough progress at this school	55	51	45	42	2	2	2	2
The teaching is good at this school	66	62	40	37	0	0	0	0
The school helps me to support my child’s learning	51	48	53	50	1	1	0	0
The school helps my child to have a healthy lifestyle	55	51	50	47	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)	45	42	52	49	3	3	1	1
The school meets my child’s particular needs	44	41	55	51	4	4	1	1
The school deals effectively with unacceptable behaviour	51	48	49	46	3	3	2	2
The school takes account of my suggestions and concerns	44	41	56	52	2	2	1	1
The school is led and managed effectively	48	45	54	50	3	3	1	1
Overall, I am happy with my child’s experience at this school	61	57	43	40	2	2	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



21 September 2011

Dear Pupils

### **Inspection of Coppetts Wood Primary School, London N10 1JS**

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We thoroughly enjoyed our visit. Coppetts Wood is an outstanding primary school.

These are the main strengths.

- You thoroughly enjoy school and your attendance is above average.
- Children in the Early Years Foundation Stage have a good start and make good progress.
- You are making good progress because of the good teaching you receive.
- An exciting and wide range of learning activities is provided including clubs, visits and visitors.
- The speech and language provision is extremely successful in helping those with special learning needs.
- You get on extremely well with each other and your behaviour is outstanding.
- You have an excellent understanding of how to keep healthy and fit.
- You feel very safe at school because teachers and other adults take excellent care of you and provide outstanding guidance and support.
- You make valuable contributions to school life and to the wider community.
- The school is very well led and managed by the headteacher and other key leaders.

We have given your school just a few points for improvement.

- We have asked teachers to ensure that full use is made of learning time in all lessons. We have also asked teachers to ensure that tasks are always challenging so you learn as well as you can, especially for those who find learning easy.

All of you can help by continuing to work hard. We wish you all the best for the future.

Yours sincerely

Derek Watts  
Lead inspector

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