

Harrogate, Coppice Valley Community Primary School

Knapping Hill, Harrogate, North Yorkshire, HG1 2DN

Inspection dates

19–20 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Over time, pupils' progress in mathematics, reading and writing has not been fast enough or standards high enough, especially for boys.
- Teachers sometimes keep pupils on the carpet too long, which means they become less interested in learning.
- Teachers do not always ensure that lessons engage the interests of the boys.
- Not all pupils are clear about the national curriculum level they have reached and which one they are trying to get to.
- Some teachers are not checking how well pupils are doing during the lesson to see if they need help, or harder work, to help them learn at a faster rate.
- Not all leaders and managers, including the governing body, are using information about pupils' progress to compare the progress of different groups of pupils and to find out if arrangements put in place are improving pupils' progress.

The school has the following strengths

- Behaviour and safety are good. Relationships are good; pupils say how happy and safe they feel, and that they enjoy coming to school.
- Parents are very positive about the work the school does and are clearly aware of the way the school has improved recently.
- Teachers know their pupils well and good assessment means that lessons are planned well.
- Teaching currently in the school is mostly good and some is outstanding due to a consistent approach by the leadership to improve teaching.
- The headteacher has a clear idea of how to maintain improvements in the school. He is in the process of strengthening his leadership team to ensure improvements made will continue.

Information about this inspection

- Inspectors observed 13 lessons and an assembly. Some of these lessons were observed alongside the headteacher.
- Inspectors spoke to pupils frequently and at different times over the two days. They also listened to pupils read.
- Books from different year groups in a range of subjects were scrutinized.
- The 43 responses from Parent View, the online questionnaire, were considered, alongside the letters received from parents and conversations with a number of parents.
- Responses from 15 staff to the questionnaire were also considered.
- Meetings were held with representatives of the local authority and the governing body, as well as the headteacher of a school which is working with this school, and all members of the senior leadership team.
- A number of documents were considered including the school's self-evaluation and development plans, performance management and pupil progress information, external evaluations and those that relate to safeguarding, attendance and behaviour.

Inspection team

Joanna Sharpe, Lead inspector

Additional Inspector

Janet Keefe

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school. The number of pupils on roll has risen since the last inspection.
- The majority of pupils are White British.
- The proportion of pupils supported through school action is lower than in other schools.
- The proportion of pupils who are supported through school action plus or with a statement of special educational needs is higher than the national average.
- The proportion of pupils known to be eligible for the pupil premium funding is lower than the national average. (Pupil premium is additional government funding provided for children in local authority care, those from armed service families and those known to be eligible for free school meals.)
- The school meets government floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve learning and progress in lessons, especially for boys, by ensuring that:
 - teachers do not keep pupils on the carpet for so long that they lose interest in learning
 - all teachers are checking how well pupils are doing during the lesson so that they can help them understand or can give them harder work to do
 - lessons interest and engage all the pupils in the school
 - if teachers refer to national curriculum levels in lessons they make sure pupils are aware of what national curriculum level they are on and which one they are trying to achieve.
- Strengthen the role of all leaders, including governors, by ensuring that the information about pupils' standards and progress is used:
 - to check the effect of changes the school introduces to help speed up progress, especially for particular groups of pupils, such as boys and those entitled to pupil premium funding
 - to follow the progress of groups of pupils in the school more carefully to ensure their progress matches that of other pupils.

Inspection judgements

The achievement of pupils

requires improvement

- The majority of children enter the school with standards that are the same as those of other children nationally. A small number enter with standards that are below those which are expected for their age.
- In the past, pupils in Year 6 have left the school with standards and progress which were lower than the standards and progress of other pupils nationally. However, although standards in mathematics and writing were still lower than for other pupils nationally in 2012, they have been steadily improving since 2011 and at a faster rate than nationally.
- The progress and standards reached by boys currently in school are still variable and they do not always reach the standards that they should for their age. However, the vast majority of girls currently in school are making better progress and reaching higher standards than girls nationally.
- Standards in reading dipped in 2012. Progress and standards have improved since then because of improvements made. These include books being purchased and placed in each class and the library being restocked to ensure books now meet the interests of pupils. Also, a new scheme has been introduced to support pupils in learning the sounds letters make and in reading new words. Pupils are also now able to access a wide range of books via the internet at home or at school.
- The vast majority of pupils who are currently in school are making better progress than that seen in previous years. Good assessment means that lessons are well planned to meet the different needs of pupils.
- Numbers of pupils who are eligible for pupil premium funding in each year group are very small and their progress varies. However, overall, it is in line with that of other pupils in the school.
- Numbers of pupils with a statement of special educational needs are low and their progress is in line with the progress of other pupils in the school. They sometimes achieve better due to the good support they receive from adults.

The quality of teaching

requires improvement

- In lessons pupils are generally active and engaged in their learning. However, in some lessons pupils spend too long on the carpet, especially younger pupils. This means that pupils often lose interest in learning and younger children find excuses to get up and down from the carpet, often missing an important part of the lesson.
- Teachers know their pupils well and use assessments of pupils to plan lessons effectively. This generally means that activities match the needs of pupils in the class. However, during the lesson teachers are not always checking how well pupils are learning. Therefore, pupils are not always told how to get things right or how to go onto harder things.
- Marking is good and the same system is consistently used through the school. This helps pupils know what they should do next. Teachers refer to national curriculum levels when speaking to pupils, but not all pupils are clear what level they are on and what level they are aiming for.
- The school has introduced a new curriculum to improve the engagement of all pupils. However, not all teachers take up opportunities to interest boys with the activities they plan.
- Teachers are skilled in questioning pupils. For example, the use of highly complex language was well promoted by effective questioning in an outstanding Year 5/6 lesson.
- Teachers use the classroom environment well to support pupils' learning. In particular, notes on walls help pupils know where they are going with their work and encourage them on that journey. This is seen consistently throughout the school.
- Pupils are taught to respect the opinion of others, especially while sharing ideas during lessons. In a Year 3 lesson pupils shared their ideas thoughtfully and considered how their friends could

improve their answers while considering mathematical problems.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school. They arrive punctually and attendance is slightly better than in other schools nationally.
- Parents and staff have a positive opinion of how pupils behave in school. Parents who spoke to or wrote to the inspectors commented on how well and quickly the school deals with any issues they raise about behaviour. They also say the school has 'a happy feel to it'.
- Pupils say how safe they feel and know how to keep themselves safe, such as when using the internet. The school goes to great lengths to ensure pupils are safe and happy. The headteacher greets pupils and parents as they enter the school grounds to ensure they get safely into school. He is available to address any issues immediately.
- The school fosters good relationships. Pupils are taught how to resolve any minor conflicts with other pupils by themselves in a mature and sensible manner. They are also confident that adults will help them if they do not want to, or cannot, resolve issues themselves.
- Minor disruption in lessons is rare as teachers have high expectations of behaviour and it is managed well.
- Older pupils enjoy the responsibilities that they take on including, as an example, helping younger pupils, which they do well.
- Bullying and discrimination, in any form, are rare and tackled quickly by all staff so that pupils continue to feel happy and safe.

The leadership and management require improvement

- The headteacher is determined to improve the quality of teaching and the attainment and progress of pupils further. He strives to ensure that progress is consistently in line with, or better than, that of pupils nationally. All leaders and governors share in this commitment.
- A good system is in place to track pupils' progress. However, it is not used well enough to check the progress of groups of pupils across the school. Nor is it used effectively to monitor initiatives that the school has put in place, including the pupil premium funding.
- Leaders have tackled issues raised at the last inspection. They have made a number of other changes, such as improving the marking of pupils' work. These are now consistently used across the school to support pupils' progress. An effective system is used to keep a check on the work that teachers do. These developments show that the leadership team are capable of continuing improvements.
- An online commercial scheme is used for the performance management of staff. This links whole-school issues, personal goals and observation of lessons. It supports improvement in pupils' progress. Previously inadequate teaching is no longer seen.
- The local authority recognises the recent improvements the school has made and how these have supported higher standards and better progress. They offer the school some support, for example, recently, by analysing data with senior leaders.
- The school has clear financial planning to benefit the learning of all pupils and those pupils eligible for the pupil premium.
- The new curriculum has been designed so that activities are focused on engaging the interests of all pupils, so promoting equality of opportunity. It is intended to accelerate learning.
- The spiritual, moral, social and cultural development of pupils is well provided for. Lessons contribute to this development effectively, as seen when pupils engaged in a thought-provoking discussion about love and hate.
- The school's arrangements for safeguarding meet current requirements.

■ **The governance of the school:**

- Governors work well with the school and have a clear idea of how recent improvements in teaching are now having a positive effect on learning and progress. They are well trained and this training is focused so that individual governors can support the school in a specific area. Governors are fully involved in the performance management of staff and are aware of how weaker and stronger teaching is supported. They consider information on pupils' progress and ask questions of the leadership team when needed.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121438
Local authority	North Yorkshire
Inspection number	406028

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	173
Appropriate authority	The governing body
Chair	Wendy Bruton
Headteacher	John Drake
Date of previous school inspection	8 March 2011
Telephone number	01423 563760
Fax number	01423 520488
Email address	headteacher@coppicevalley.n-yorks.sch.uk

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