

Harrogate, Coppice Valley Community Primary School

Knapping Hill, Harrogate, North Yorkshire, HG1 2DN

Inspection dates 25-26 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Governors, senior leaders and middle leaders have improved all aspects of the school's work since the previous inspection. They have high expectations. All staff share these and work hard to ensure the pupils do as well as they can.
- Good teaching results in pupils' good progress across the school in reading, writing and mathematics.
- Teachers mark pupils' work regularly and accurately. Pupils respond well to the advice they receive and take time to make the necessary corrections and improvements to their work. This is increasing their rate of progress.
- Disadvantaged pupils, disabled pupils and those who have special educational needs and the most able make good progress.
- Information kept by the school indicates that by the end of this school year, the gap in reading skills between disadvantaged pupils and others in Year 6 in the school will have closed completely.
- Pupils' behaviour is outstanding, both in lessons and around the school. Pupils are very eager to learn and show high levels of enthusiasm and responsibility.
- Pupils think carefully about moral and social issues. This is helping them to prepare well for the future.
- Pupils feel safe and the school takes exceptionally good care of them. Older pupils are excellent role models for the younger ones.
- Good teaching in the early years helps children to make good progress, particularly in communication and language, reading, writing and mathematics.

It is not yet an outstanding school because

- Occasionally a few pupils do not do as much work as they could. Sometimes those who are ready to work by themselves are held back while others catch up.
- A gap between the attainment of disadvantaged pupils and other pupils in Year 6 remains in writing and mathematics.
- In the early years, the outdoor provision and some of the resources available to children are not as good as they should be. Opportunities are sometimes missed by adults to extend children's learning and language.

Information about this inspection

- Inspectors observed 12 lessons and other activities for shorter periods of time. Five lessons were observed jointly with the headteacher or deputy headteacher. Inspectors listened to pupils read and looked at work in their books.
- The inspectors met with a group of staff and a group of pupils. They also spoke with pupils informally at different times of the school day.
- The inspectors met with three representatives of the governing body and a representative of the local authority. They also met with the National Leader in Education who has worked with the school and with the provider of activities to develop sports and physical education.
- The inspectors took into account 48 responses to the online questionnaire (Parent View).
- The inspectors looked at information about pupils' progress, documents relating to attendance, behaviour and safeguarding and the school's analysis of how well it is doing and its plans for further improvement.

Inspection team

Liz Godman, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- The school is smaller than most primary schools.
- In 2014, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The proportion of pupils who are disadvantaged is lower than average in comparison with other schools. These are pupils who are known to be eligible for free school meals and those in the care of the local authority who are supported by pupil premium funding.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is similar to that found in most schools.
- Some staff, including the special educational needs coordinator and the early years leader, took up their current posts during or after the summer of 2014.
- The school belongs to the Harrogate and Rural Teaching Alliance. Askwith Primary School, a National Teaching School, is also part of this alliance and its headteacher, who is a National Leader in Education, provides support to the school.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils' achievement improves from good to outstanding by making sure that:
 - all pupils work at a good rate at all times
 - pupils who are ready to work by themselves and to develop their own ideas are enabled to do so
 - improvements to the attainment and progress of disadvantaged pupils are sustained, so that the gap between their attainment and that of other pupils continues to close.
- Improve the quality of the provision for all the areas of learning for children in the early years by:
 - making sure that children have greater access to high quality resources to promote their learning
 - developing the outdoor space to improve the opportunities for children to develop and use their skills
 - making sure that during sessions, adults have a clear view of what all the children are doing and make best use of opportunities to extend children's language and learning.

Inspection judgements

The leadership and management are good

- The headteacher, senior and middle leaders and the governing body have taken concerted action since the previous inspection. This has resulted in an improvement in all aspects of the school's work. Crucially, improvements to teaching have accelerated pupils' progress so that both achievement and teaching are now good.
- The high expectations of all leaders are shared and understood by staff who show high levels of commitment. The hard work of staff at all levels has secured many improvements for the pupils.
- Leaders have improved the quality of teaching. The management of teachers' performance is rigorous and training has been provided for staff which is matched to the identified needs of individual members of staff and of the school as a whole. The support of the teaching alliance and of the National Leader in Education has made a major contribution to this.
- Senior leaders and governors have an accurate view of the effectiveness of the school's work. They have used this information well to bring about the many improvements since the school's previous inspection.
- Middle and subject leaders, some of whom are new to the school, know what needs to be done and have acted swiftly to identify and respond to areas for development. In particular, this has improved all pupils' progress in reading, writing and mathematics.
- The activities and work provided for pupils capture their interest and enthusiasm for learning as well as enabling them to make good progress.
- The school has made good use of the primary school sports funding, not only to increase pupils' sporting skills, but also to develop teachers' skills so that they are able to continue with this work in the future. In addition, the sports funding has been used to develop good sporting behaviour and links are starting to be made with work in English and mathematics.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils think carefully about the 'big questions' posed for them each day and explain their moral and social reasoning clearly. Similarly they reflect on, and talk about, a wide range of different issues, including environmental concerns or the meaning of Easter.
- The school also takes careful steps to include pupils from different cultural and ethnic backgrounds and helps other pupils to recognise and celebrate different aspects of their cultures. Pupils gain a good understanding of democracy, for example through the work of the school council.
- These aspects help to prepare pupils well for the future and for life in modern Britain. They also indicate the school's good work in fostering good relations and tackling discrimination.
- The school's regular checks on how well disadvantaged pupils are doing are used well to adjust the provision made for this group. As a result, these pupils are making good progress in all year groups. There is no gap in attainment in reading between disadvantaged pupils and others in Year 6.
- The school's promotion of equality of opportunity is seen in the good teaching and good progress of all groups of pupils, including disadvantaged pupils, disabled pupils and those who have special educational needs and the most able pupils.
- The school's work with parents is good. Many parents and families contribute regularly to their child's learning, for example by hearing them read at home. All parents who responded to the questionnaire feel that their child makes good progress. Almost all responded that their child is taught well and that the school responds well to any concerns they raise.
- The school's arrangements for safeguarding pupils go well beyond meeting current requirements. The training for staff is up to date and careful checks are made in order to ensure all aspects of pupils' safety.
- Effective arrangements are in place to support children when they join the Reception class. The early years leader has improved children's progress and with senior leaders has accurately identified what is needed to secure further improvement.
- The local authority provides good support and has helped the senior leaders to identify accurately the school's strengths and areas for development.
- **The governance of the school:**
 - The governing body has a highly accurate view of the school's work and has used this information well to challenge leaders to further improve pupils' achievement and the quality of teaching. Governors are regular visitors to the school and use these opportunities well to observe and to report on the school's work.
 - Governors have a clear understanding of the relationship between teachers' pay and their performance. They support the headteacher well in ensuring that good teaching is rewarded and that any necessary

improvements are made.

- Governors ensure that the school's resources are used wisely and well and keep a close check on how the pupil premium is spent. They make suggestions as necessary about how its use can be adjusted to further increase the progress and attainment of disadvantaged pupils.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are very eager to learn and show very high levels of interest in their work. This contributes very well to the progress they make. In 2014, attendance was well above average and reflective of pupils' great enthusiasm for school.
- Many pupils of all abilities are eager to contribute their ideas to lessons and they work very well in small groups with an adult or with a partner. When an adult or another pupil is speaking, the other pupils listen carefully showing high levels of respect for others. Behaviour which disturbs learning in lessons is almost unheard of.
- Pupils show a very high degree of care with their work and take exemplary care with its presentation in all the different subjects.
- They take a great pride in their school. Pupils wear the different badges proudly, for example those awarded to the prefects. A pupil in each class in each week is allowed to wear the yellow jersey, awarded for their excellent efforts and attitudes to learning. This is highly motivating for all pupils, including those with particular behaviour needs who make considerable progress in improving their behaviour.
- Pupils' behaviour around the school is impeccable. They move around the building very calmly and quietly.
- In the dining room the atmosphere is friendly and welcoming and the older pupils take very good care of the younger ones by serving meals and by modelling what is expected. Pupils of all ages have excellent manners and greet one another and adults politely and helpfully.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say that they feel very safe in school and that the school takes exceptionally good care of them.
- Incidents of bullying are exceptionally rare. Indeed, the pupils who spoke with the inspectors said there is none at all. Pupils understand the different forms that bullying may take and are clear about where to go for help should any occur.
- Pupils also understand clearly how to stay safe. For example, they can explain in great detail how to stay safe when using the internet or in the event of a fire. This is because the school takes considerable care and teaches them regularly about these and many other aspects of staying safe.
- The school's arrangements to keep pupils safe are very secure and staff are vigilant in ensuring pupils' safety and well-being. Pupils recognise this and comment positively on the school's motto of 'respect, pride, choice'.
- All parents who completed the online questionnaire agree that their children feel safe in school and are looked after well.

The quality of teaching

is good

- Good teaching throughout the school results in pupils' good progress in all aspects of their work. Reading, writing and mathematics are taught well so that pupils' achievement in these subjects has improved markedly since the previous inspection.
- Staff have a good knowledge of the different subjects. They use this knowledge well to provide good resources that are well-matched to the learning needs of pupils.
- Teaching assistants make a good contribution to pupils' progress because they are given clear guidance about what is expected of them. They have strong relationships with the pupils and a good knowledge of their needs.
- Staff know the pupils well and use this information well to plan work which makes sure that each pupil is helped to make progress. This is a key factor in ensuring that all groups of pupils, including disadvantaged pupils, disabled pupils and those who have special educational needs and the most able pupils are taught well.

- Pupils' work is marked regularly and accurately. Pupils take the comments that are made on their work very seriously, and time is allowed for them to correct and improve it. Work is frequently planned which builds on what pupils have achieved and what they have found difficult in previous lessons. This contributes well to pupils' good progress.
- Topics are carefully chosen to engage the pupils' interest and curiosity. For example, younger pupils were engaged by work on pirates and the sea. Their interest was enhanced by a visit to a maritime museum. Similarly, older pupils considered different environmental concerns with high levels of interest. Pupils are also encouraged to find things out for themselves.
- Occasionally, staff do not give clear enough explanations about what must be done and consequently pupils waste time checking on what is required. As a result, they do not produce as much work as they should. This slows the rate of their progress.
- In some classes, time is spent going over a particular aspect of the work with all pupils, even though some are already clear about what to do and are ready to work by themselves and develop their own ideas. Consequently, their progress is held back a little because they are expected to wait for the rest of the class to catch up. However, in other classes, such pupils are encouraged to work by themselves or with others, so that their progress is accelerated and the amount of work they produce is greater.

The achievement of pupils is good

- Pupils achieve well and make good progress across the school in reading, writing and mathematics.
- The majority of pupils join Year 1 with skills that are broadly typical for their age.
- The school's results were above average in 2014 in the national screening check for pupils in Year 1 on phonics (linking letters to the sounds they make). These good results are indicative of the pupils' good start in learning to read and to write. Indications for 2015 are that these high standards have been maintained.
- Pupils make good progress in reading, writing and in mathematics across Key Stage 1 because of the good teaching in these subjects over time. This can be seen in the pupils' work and in their confidence in reading and in tackling unfamiliar words and text.
- In 2014, the standards reached by pupils at the end of Year 2 were above the national average in reading, writing and mathematics.
- At the end of Year 6 in 2014, the school's results were a little below average in mathematics and reading, but above average in writing. However, these pupils made expected or better progress from their starting points at the beginning of Key Stage 2. This was most marked in their progress in writing.
- Information kept by the school and the work in pupils' books show current pupils' good progress in all year groups across the school. Pupils are confident in using their mathematical skills to solve problems. The oldest pupils speak clearly and explain their ideas in detail. This confidence with language is also seen in their writing and reading.
- Pupils' handwriting and the presentation of their work are generally very good. They take the same good care when writing in other subjects, for example, in topics with a geography, history or science focus.
- In 2014, the gap in attainment by the end of Year 6 between disadvantaged pupils and other pupils in the school and nationally was the equivalent of two terms in reading and writing and four terms in mathematics. These pupils made less progress than others in the school and nationally in mathematics from their starting points at the end of Year 2, but broadly similar rates of progress in writing and reading.
- Information for the current Year 6 indicates that this gap will close completely in reading in 2015 and will reduce significantly in writing and mathematics because of the faster rate of progress these pupils are now making in all year groups.
- Disabled pupils and those who have special educational needs make good progress. This is due to the good support they receive in lessons which enables them to take part fully. In addition, their progress is also supported by the extra help they receive individually and in small groups.
- The most able pupils make good progress and produce work of a high standard in the different subjects. Occasionally, some pupils are ready to move on to the next step in their work, are eager to work by themselves and to develop their ideas further but they are held back while the rest of the class catches up. However, in contrast, in other classes the most able pupils make very rapid progress because of the teacher's high expectations of them.
- On other occasions, pupils do not produce as much work as they should because they are unsure about what they have to do or how to do it.
- Pupils' well-developed skills in reading, writing and mathematics mean they are well prepared for

secondary school.

The early years provision

is good

- Most children enter the Reception class with skills that are slightly below those typical for their age.
- They settle quickly and make rapid progress, particularly in learning about letters and the sounds they make and about numbers. Many are very eager to practise and show their skills in writing and counting.
- Children's good progress means that they are well prepared for the start of Year 1 by the end of the Reception Year.
- The good teaching is a key reason for the children's good progress, particularly in communication and language, reading, writing and mathematics.
- However, the organisation of adult support is not always as productive as it could be. Sometimes, when children are playing or learning on their own chosen activities, adults miss opportunities to intervene and give them the help they need to extend their language and learning.
- Staff look after the children well. Children are safe and feel safe. They approach others confidently and often articulately, showing their eagerness to discuss what they are doing and learning.
- The children behave very well and enjoy sharing activities with one another. They are sensible both indoors and outdoors.
- During the time that the early years leader has been in post, she has overhauled the systems for checking children's progress and for sharing this with parents. This information is used very well to determine the next steps in learning for each child and has been a key factor in securing children's good progress.
- The early years leader has an accurate view of the provision's strengths and areas for development. She has identified that some of the resources to support children's learning both indoors and outdoors are of poor quality or worn out.
- Similarly, the outdoor provision is not well developed. Granted, the staff have had to cope with sloping ground, but they have not as yet devised the best means to use this area to provide children with the learning outdoors that they need. This restricts the opportunities for children to explore and to practise their skills outside and also places some limitations on their physical development.

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	453567

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	186
Appropriate authority	The governing body
Chair	Paul Clayton
Headteacher	John Drake
Date of previous school inspection	19 March 2013
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