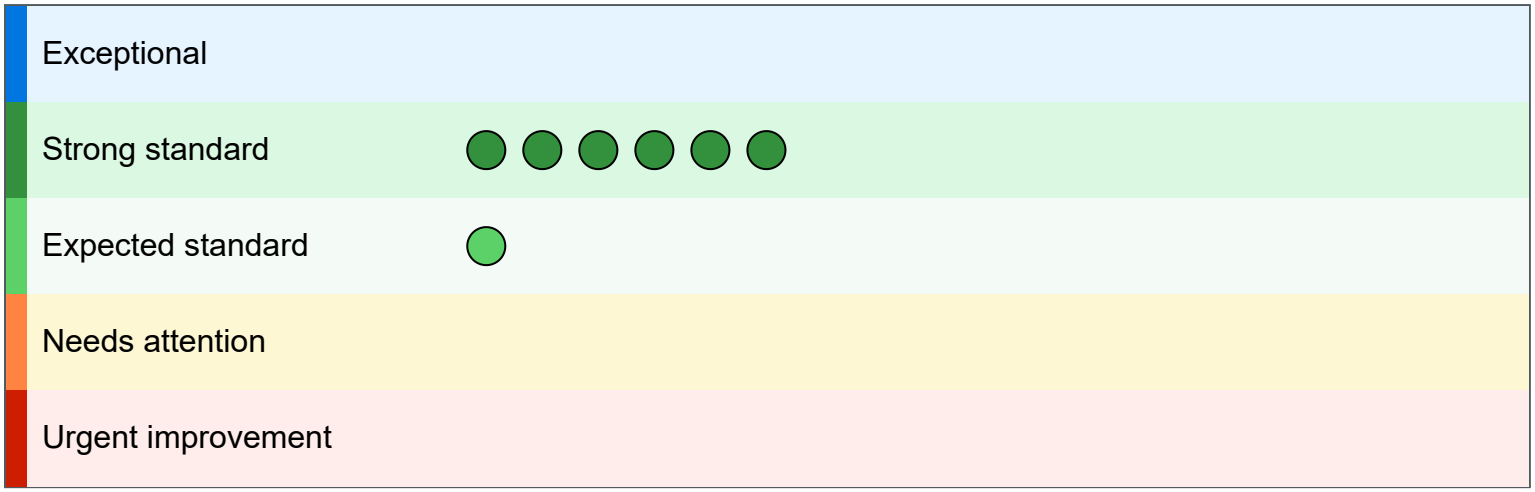
Cooper's Lane Primary School

Address: Pragnell Road, London, SE12 0LF

Unique reference number (URN): 100676

Inspection report: 14 July 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders have an in-depth understanding of the attendance of pupils and the challenges some of them face. They work in close partnership with families and external agencies to promote regular attendance. Leaders identify barriers quickly and provide carefully tailored support that enables many pupils who face barriers to attendance to attend more regularly. Overall attendance shows a year-on-year increase and is above average, including for pupils with special educational needs and/or disabilities. As a result, pupils benefit from the full range of learning and wider opportunities that the school provides.

Leaders have a clear and consistent approach to promoting positive behaviour. Staff help pupils understand and regulate their emotions so that they are ready to learn and participate fully in school life. The school's carefully considered approach to play and social interaction helps pupils develop positive relationships. They are able to resolve minor disagreements sensibly and enjoy their time together. When concerns about bullying arise, leaders respond promptly and effectively, giving pupils confidence that staff will listen and help. Pupils understand leaders' high expectations and consistently demonstrate courtesy, respect and consideration for others. This helps them to make a positive contribution to school life. Learning is rarely disrupted because pupils engage very well in lessons and respond appropriately to teachers' guidance.

Curriculum and teaching

Strong standard

Leaders have an ambitious curriculum. Essential knowledge is identified and sequenced so that pupils' learning builds coherently over time. Leaders continually evaluate the curriculum's effectiveness, refining both curriculum thinking and classroom practice to ensure that pupils benefit from consistently high-quality learning.

Teaching enables pupils to think deeply and develop secure understanding across the curriculum. Teachers use assessment skilfully to identify misconceptions, adapt learning and build confidently on what pupils already know. Well-established approaches enable pupils to explain, justify and refine their thinking. Ambitious vocabulary is explicitly developed so that pupils communicate their ideas with increasing precision. Leaders prioritise reading from the earliest stages and phonics is taught consistently well. In reading lessons, pupils are taught how to share their ideas and explain their thinking, helping them to deepen their understanding. Teachers regularly revisit important learning to help pupils remember key knowledge over time. This is particularly evident in mathematics, where teachers help pupils to remember and apply effective methods when solving a range of problems.

Teachers maintain consistently high expectations for every pupil. They provide effective adaptations for pupils with special educational needs and/or disabilities and those who experience other barriers to learning to access the intended curriculum alongside their peers. Teachers are well trained and have secure subject knowledge. For example, pupils benefit from specialist teaching in subjects such as art and physical education.

Early years

Strong standard

Children make a great start to their education in the early years. Leaders have an ambitious curriculum that identifies the knowledge and skills children need to be ready for Year 1. Staff use assessment confidently to understand children's starting points and build learning over time. Communication and language, early reading and mathematics are prioritised, ensuring that children develop the secure foundations they need for future learning.

Teaching is consistently highly effective. Staff use skilful interactions to extend children's language, thinking and understanding throughout the school day. Carefully planned learning activities encourage children to explore, investigate and apply what they know with increasing confidence. Staff identify children's individual needs promptly and adapt learning well so that all children, including those with special educational needs and/or disabilities or facing other barriers to learning, access and succeed across the curriculum.

Warm relationships between staff and children support children to settle confidently and stay focused. They approach their activities with enthusiasm and curiosity, supported by embedded routines that promote independence. Caring staff create an environment in which children flourish. Staff place children's welfare and emotional wellbeing at the heart of their work, ensuring that children feel secure, develop resilience and learn to work and play successfully alongside others.

Inclusion

Strong standard

Leaders have established a culture in which every pupil is known, valued and supported to succeed. They identify pupils' needs accurately, work closely with families and external agencies and continually evaluate the impact of support so that provision evolves as pupils' circumstances change. Consequently, pupils receive timely help that enables them to participate fully in all aspects of school life.

Staff have a secure understanding of pupils' individual needs and maintain consistently high expectations for every pupil. Thoughtful adaptations enable pupils with special educational needs and/or disabilities, disadvantaged pupils and those who experience other barriers to learning to access the same ambitious curriculum as their peers. The school provides highly effective support for pupils with varied and multiple needs. Its specialist resource provision provides high-quality teaching and targeted intervention. This helps pupils to learn successfully and take part in school life.

Leaders consider academic, pastoral and attendance information together, ensuring that support is carefully coordinated and barriers to learning are addressed promptly. Leaders allocate additional funding for disadvantaged pupils with great strategic care. They monitor spending closely to ensure that it improves outcomes and broadens pupils' experiences.

Leadership and governance

Strong standard

Leaders have an ambitious vision that places inclusion, high-quality education and pupils' wellbeing at the heart of the school's work. They evaluate the school's effectiveness with honesty and precision, using evidence to strengthen teaching and remove barriers to pupils'

success. This reflective approach ensures that improvements are carefully considered, sustained and focused on improving pupils' experiences and outcomes. Leaders seek out feedback from pupils, staff, parents and carers, contributing to a real sense of inclusion and community.

Leadership is characterised by collaboration and continual professional learning. Leaders at all levels contribute meaningfully to ongoing school improvement work that strengthens both subject expertise and leadership capacity. Staff feel valued and confident that leaders listen to their views. Leaders take account of staff wellbeing and make sure their workload is manageable. They provide access to high-quality professional learning that builds staff expertise and aligns with school priorities.

Governors know the school well and fulfil their statutory responsibilities highly effectively. They provide informed support and constructive challenge, drawing on first-hand knowledge of the school's work to hold leaders to account. Together, school leaders and governors have created a culture of continual reflection and improvement in which pupils develop academically, socially and personally.

Personal development and wellbeing

Strong standard

Leaders have a carefully planned programme that supports pupils' personal development very well. As they move through the school, pupils deepen their understanding of concepts such as equality, protected characteristics, healthy relationships, different faiths and cultures, and how to keep themselves safe, including online. This means that they are able to discuss these issues thoughtfully and demonstrate a mature understanding of why everyone should be treated with dignity and respect.

The school's enrichment programme makes a significant contribution to pupils' personal development. Educational visits, residential experiences, clubs and leadership responsibilities are integral to school life and help pupils to develop a real sense of belonging. Leaders carefully consider how these activities connect to the curriculum so that they enhance pupils' learning. Teachers help pupils to understand and engage with the opportunities in their local and wider community.

Leaders ensure that barriers to participation are identified and removed so that all pupils benefit fully from these experiences. Pupils value opportunities to contribute to school life because they know their views are listened to and can bring about meaningful change. As one pupil said, reflecting the views of many, 'teachers make sure every child has a voice'. Pupils value the help they receive and are able to succeed in school as a result.

Pastoral care is highly effective. Staff know pupils extremely well and work closely with families and external agencies to provide timely support whenever it is needed. This helps pupils develop confidence, resilience and independence. Pupils are well prepared for the next stage of their education and are equipped with the knowledge, understanding and personal qualities they need to contribute positively to modern Britain.

Expected standard

Achievement

Expected standard

Current pupils achieve well. This reflects the positive impact of leaders' recent work to strengthen the curriculum and improve the quality of teaching. The benefits of this work are particularly evident in English and mathematics. In writing, pupils write for a range of purposes with increasing sophistication and accuracy. In mathematics, pupils develop a secure understanding of key concepts and apply effective methods confidently when solving different types of problems. Leaders are now focused on ensuring that outcomes rise above national averages. In national assessments at the end of Year 6, pupils' overall attainment in mathematics, reading and writing is close to the national average. This is also the case for disadvantaged pupils. In phonics, attainment is consistently close to the national average.

Pupils' work across the curriculum shows that standards are continuing to improve. Pupils recall important learning and use subject-specific vocabulary with increasing confidence in different subjects. Leaders prepare pupils well for the next stage of their learning, including the transition to secondary school.

What it's like to be a pupil at this school

This is a welcoming and highly inclusive school. Pupils are proud to belong to a community where everyone is valued and encouraged to achieve their best. Warm, respectful relationships between pupils and staff create a calm environment in which pupils feel safe, confident and ready to learn. The school's motto, 'All different, all equal, all smiling,' is reflected in pupils' day-to-day experiences and in the way they treat one another.

Pupils enjoy learning and attend well. They respond positively to the high expectations of staff. They behave well in lessons and around the school, working and playing cooperatively with others. Classrooms are places of eager chatter and curiosity about learning. Staff know pupils well and provide highly effective support when it is needed, enabling pupils to overcome barriers to learning and wellbeing. As a result, pupils develop confidence and resilience. They have positive attitudes because staff acknowledge their efforts and praise them when they demonstrate the school's values such as perseverance and responsibility.

Pupils know that their opinions matter. Leaders actively seek their views and respond to them. For example, pupil ambassadors worked with leaders to improve outdoor learning and play after visiting other schools. Pupils value these opportunities because they see that their ideas help shape school life.

Pupils understand the importance of treating everyone fairly and with respect. They celebrate difference and recognise that everyone should be included, regardless of their background or individual circumstances. They leave the school well prepared for the next stage of their education and for life in modern Britain.

Next steps

- Leaders should continue their work to ensure that pupils make the progress needed to achieve typically above-average outcomes in national tests.

About this inspection

The chair of the board of governors is Diana Monkhouse.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This inspection took place from 14 to 15 July 2026.

Inspectors spoke with the headteacher, senior school leaders, pupils, staff, parents and carers, members of the governing board and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school includes a local authority provision for hearing impaired pupils. There are 10 places in this provision.

The school does not currently use any alternative provision.

Headteacher: Paul Hooper

Lead inspector:
Adam Hickman, His Majesty's Inspector

Team inspectors:
Sara Morgan, Ofsted Inspector
Haley Foxworthy, Ofsted Inspector
Joseph Sparks, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

665
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

700
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

19.97%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.41%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.64%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

HI - Hearing Impairment

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	61%	Close to average
2024/25 (final)	62%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	68%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	72%	Close to average
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	69%	72%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	78%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	73%	Close to average
2024/25 (final)	74%	74%	Close to average
2023/24 (final)	82%	73%	Above
2022/23 (final)	75%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	46%	Close to average
2024/25 (final)	45%	47%	Close to average
2023/24 (final)	63%	46%	Above
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	62%	Close to average
2024/25 (final)	58%	63%	Close to average
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25 (final)	55%	59%	Close to average
2023/24 (final)	74%	58%	Above
2022/23 (final)	55%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (final)	61%	61%	Close to average
2023/24 (final)	74%	59%	Above
2022/23 (final)	68%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	68%	-16 pp
2024/25 (final)	45%	69%	-24 pp
2023/24 (final)	63%	67%	-4 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (final)	58%	81%	-23 pp
2023/24 (final)	68%	80%	-11 pp
2022/23 (final)	64%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-18 pp
2024/25 (final)	55%	78%	-23 pp
2023/24 (final)	74%	78%	-4 pp
2022/23 (final)	55%	77%	-23 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	61%	81%	-19 pp
2023/24 (final)	74%	79%	-6 pp
2022/23 (final)	68%	79%	-11 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	5.0%	5.5%	Close to average

Year	This school	National average	Compared with national average
2022/23 (3 term)	5.5%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	9.7%	13.0%	Close to average
2023/24 (3 term)	11.6%	14.6%	Close to average
2022/23 (3 term)	14.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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