

Coppetts Wood Primary School

Inspection report

Unique Reference Number	101270
Local Authority	Barnet
Inspection number	286013
Inspection date	7 June 2007
Reporting inspector	Richard Hancock

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	3–11
Gender of pupils	Mixed
Number on roll	
School	231
Appropriate authority	The governing body
Chair	Mrs Anne Keen
Headteacher	Miss Jo Djora
Date of previous school inspection	4 February 2002
School address	Coppetts Road Friern Barnet London N10 1JS
Telephone number	020 8883 0248
Fax number	020 8883 9926

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Pupils come from a mix of social and economic backgrounds but there are considerable pockets of deprivation. A high proportion are from minority ethnic backgrounds and nearly half the pupils are learning English as an additional language. The proportion of pupils eligible for free school meals is much higher than average. This is also the case for the proportion of pupils with learning difficulties and disabilities, a result of the 19 pupils in the 'Language Resource Provision', a Local Authority facility that serves pupils with speech and language needs. Significant numbers of pupils start or leave the school at other than the usual times.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school provides a good education for its pupils and has some outstanding features. It rightly enjoys the confidence of parents who greatly respect what the school is doing for their children. Pupils make a good start in the Foundation Stage and are well prepared for transfer into Year 1. Results at the end of Year 2 in 2006 were below average but pupils made good progress from their low starting points. In 2006, test results at the end of Year 6 were above average and the achievement of pupils was good.

Pupils thrive in a caring and buoyant school community. They feel safe and very well looked after. Pupils are very well known to the staff who have an excellent relationship with them based on mutual respect. Pupils enjoy coming to school and are keen to take part in all that the school offers them. They behave very well in class and around the school and their personal development is outstanding.

Pupils are well taught and they enjoy their lessons which are never less than satisfactory. Much of the learning is very stimulating but some lessons move along a little too slowly which affects the pace of learning, especially that of the higher attainers. Because of the effective support they receive, pupils who are learning English as an additional language (EAL) make good progress. Those with learning difficulties and disabilities also learn well because their needs are so well identified and addressed.

An outstanding curriculum helps all pupils enjoy a wide range of learning opportunities. This ensures that they are very knowledgeable about how to keep safe and healthy and that they acquire good basic skills.

Leadership and management are good. Working as a team, the headteacher and senior leaders ensure a strong positive tone in the school community in which every individual pupil is valued. The school monitors its work closely and this is helping it to keep a tight grip on the progress of all the pupils. The governing body knows the school well and has supported leaders well in the drive for improvement since it was last inspected. The headteacher provides inspiring leadership and helps the school maintain a strong momentum of school development. The school analyses its performance accurately and its capacity for further improvement is outstanding. Parents especially like the way they are listened to and the fact that they are encouraged to become involved with the life of the school so that they feel part of it.

What the school should do to improve further

- Raise standards by ensuring that high quality teaching consistently meets the needs of all learners, especially the higher attainers.

Achievement and standards

Grade: 2

The attainment of children when they start the school is much lower than in many schools but they get off to a good start in the Foundation Stage and achieve well. They enter Year 1 as confident learners although their standards are still below average. Pupils continue to make good progress in Years 1 and 2 and although the overall National Curriculum results for Year 2 in 2006 were below the national average, they were virtually in line with the improved results for 2005. Pupils continue to make good progress because the standard of current work shows further improvement.

National Curriculum results for Year 6 in 2006 were above average for English, mathematics and science and continued the improving picture for 2005. The school helped all groups of pupils to do well, including those with EAL, but was especially successful in helping pupils with a range of learning difficulties and disabilities to succeed. Taking into account the significant percentage of pupils who join and leave the school at other than the usual times, overall achievement in tests was good. Current standards in Year 6 are nearer average levels as a result of the year group starting with lower attainment than in previous years but their achievement is still good. Pupils are on track to reach their targets.

Personal development and well-being

Grade: 1

Because of the attitudes the school sets out to promote, the spiritual, moral, social and cultural development of pupils is excellent. Behaviour is very mature. Attendance has improved and is now average. Pupils are keen to talk about healthy eating, are aware of the contents of snack foods, and understand the importance of fresh ingredients in cooking. Encouraged to walk to school and to take exercise, they also know the importance of keeping fit. Pupils feel very safe and well cared for. They learn eagerly, enjoying opportunities to conduct experiments, use computers, solve problems, design clothes, and write poetry and stories. They strive to rise to the many challenges that the school sets for them. Pupils make a very positive contribution to the community through serving on councils and are proud of the ways they help improve the school environment. They raise money for charity, understand the part played by the police in the community and present concerts to local audiences. The preparation for their future economic well-being is outstanding because they are acquiring good basic skills, can use computers confidently, and are able to solve problems and show team spirit. Pupils are reflective, have a strong moral sense, relate well, and enjoy studying other cultures.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, teaching and learning are good and some lessons are outstanding. All lessons have clear objectives to help pupils know what they will be learning. Most lessons move along at a good pace to sustain interest and use stimulating activities to make learning enjoyable so that, as one pupil said, 'we learn through having fun'. The best lessons are very challenging and make pupils think hard. A minority of lessons are not so successful because they proceed too slowly and do not have enough challenge which slows down the rate of learning, especially for higher attainers. Very good use is made of assessment to help pupils understand what they have achieved and what they can do to improve further. Support staff have excellent relationships with pupils and support them effectively by explaining tasks clearly and helping them maintain concentration.

Curriculum and other activities

Grade: 1

The curriculum has a very strong emphasis on the development of literacy and numeracy which the pupils need. They also have many opportunities to study different subjects, including French. Lessons in personal, social and health education and science are especially effective in helping them understand about healthy living. Pupils use computers extensively and this helps

them to develop their good basic skills so as they can use them in other subjects and undertake research. The curriculum is enriched by a very wide range of well supported clubs. It is further enhanced by visitors with specialist expertise, theatre companies, and visits to centres of educational interest. An innovative feature is the very well organised programme which helps pupils prepare for transfer to secondary education. On occasions, the curriculum is adapted to help pupils study topics in depth, such as the history of toys, where there is good evidence of wider family involvement. The curriculum in the Foundation Stage provides a good range of balanced activities using both indoor and outside areas.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Child protection procedures are well established. Arrangements for safeguarding pupils fully comply with requirements. Pupils are in a very safe environment. They benefit from the school's breakfast and after-school clubs. Support staff, including learning mentors, are especially effective in helping pupils in the 'Language Resource Provision' grow in confidence. They understand their needs, establish excellent relationships with them and help them enjoy the full curriculum so that they can achieve as well as others. Excellent use is made of outside specialist help when needed. Gifted and talented pupils enjoy the challenging activities provided for them. Many parents appreciate the progress of their children and speak about 'the great strides forward made as a result of the support the school provides'. Pupils are helped to improve their work through the use of targets and through good feedback from teachers which helps them see what they have achieved, and how they might improve further.

Leadership and management

Grade: 2

The quality of leadership and management is good throughout the school. The headteacher and senior leaders work together to ensure the school has a vibrant atmosphere which fires everyone up, staff and pupils, to give of their best. Leaders and managers monitor performance closely so that they are in a strong position to bring about improvement. For instance, classroom observations have helped improve the quality of teaching and this process has begun to have an impact to ensure that all lessons are effectively taught. The school makes especially good use of data to track pupils' progress and is in a good position to know when and where particular pupils need further support. The governing body has worked well with the school to help it make good progress since its last inspection. The capacity for further improvement is outstanding because significant improvements have been made in a short period of time in many areas of its work and there are robust plans for further improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

20 June 2007

Dear Pupils

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

I really enjoyed the day I spent in your school recently. It was a pleasure to be greeted so warmly and I thought you were very good company. The discussions I had with so many of you at lunchtime and on my tour of the classrooms to see the displays of your work helped me learn a lot about the school. And what an assembly it was that day! It was so good to see you rising to the challenging activity set by the headteacher, working together, and learning what you need to do to achieve; all done to the happy sounds of the beautifully played steel pans! That occasion will live with me for some time yet.

Like you, I believe the school is well managed and is giving you a good education. I was especially impressed by the mature way you behave, the enthusiasm you have for all that the school offers you and the effective work you are doing on councils at both class and school level. I also liked the fact that you feel safe and that nearly all of you feel there is someone in the school you could turn to for help if you were troubled. I liked the support that you get if you find learning difficult. It was also good to see how many opportunities you had to join clubs and visit places of educational interest.

I was pleased to find that in most lessons the teaching was good and that you were enjoying learning. This is helping you reach standards which are similar to those in most schools. I have recommended to the school that it provides more of the stimulating lessons that help you learn most. I am sure that you will then get even more from your learning and that your standards will rise.

Best wishes for the future and thanks again.

Richard Hancock (Lead inspector)