

Harrogate, Coppice Valley Community Primary School

Inspection report

Unique Reference Number	121438
Local Authority	North Yorkshire
Inspection number	313989
Inspection dates	7–8 November 2007
Reporting inspector	Lynne Davies

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 on roll	
School	181
Appropriate authority	The governing body
Chair	Mr M Wilkinson
Headteacher	Mr R Grindrod
Date of previous school inspection	15 September 2003
School address	Knapping Hill Harrogate North Yorkshire HG1 2DN
Telephone number	01423 563760
Fax number	01423 520488

Age group	4-11
Inspection dates	7–8 November 2007
Inspection number	313989

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small primary school serves an area that is broadly average in its social and economic circumstances. The proportion of pupils entitled to free school meals is below average. Almost all the pupils are of White British heritage, and the percentage of pupils from minority ethnic groups is much lower than found in most schools. The school has an average number of pupils with learning difficulties and/or disabilities. The school has achieved the Basic Skills Award, Healthy Schools Status, Inclusion Quality Mark and International School (Intermediate Level).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Harrogate Coppice Primary is a satisfactory school with good features, principally in the personal development of pupils, the care, guidance and support they receive and in the curriculum. Children come into school with skills broadly in line with national expectations but early literacy and numeracy skills are weaker than other areas. From these broadly average starting points pupils make good progress in the Reception class and achieve or exceed the goals for this stage of learning. Progress is satisfactory in Key Stage 1. Pupils attain satisfactory standards in reading and writing but standards in mathematics are below average at this stage. In 2007, Year 6 pupils achieved the best results in recent years, slightly above the national average in English, mathematics and science, but standards remained broadly average and achievement satisfactory. More rigorous monitoring of pupils' progress is beginning to give the school a far greater insight into potential and achievement, and progress is beginning to accelerate year on year.

Parents support the school and value the 'community feel' and 'the warm, friendly atmosphere'. Effective pastoral care has a positive impact on the good personal development of children. Behaviour is good; pupils are polite and show consideration towards each other and respect to adults. They say they are happy at school and everyone works together well. Older pupils have many roles and responsibilities allowing them to make a significant contribution to school life. The school council is actively involved in decision making. Pupils say they enjoy school and feel safe and well cared for, they are confident they will receive help when they need it.

The curriculum is good. Recent adaptations have greater appeal to pupils' interests, increasing their enjoyment of learning and their motivation. An innovative approach to the teaching of a modern foreign language is evident throughout the school with Spanish signs, numbers and instructions part of everyday school life.

Leaders and managers have successfully addressed the issues raised at the time of the last inspection. A new leadership team has embraced an agenda for change and is focused on raising standards and achievement. Leadership and management are satisfactory, but there are 'green shoots' of success which contribute to the school's good capacity to improve further.

Teaching and learning are satisfactory overall. There is much good practice but there is some inconsistency. Where teaching is good, it is well planned to target pupils' differing ability levels, but the most able pupils are not always challenged sufficiently to achieve their full potential. The school lacks a consistent approach to marking and feedback and to target-setting.

All safeguarding procedures are properly in place and the care, guidance and support pupils receive is good. A small number of parents have some concerns about low fencing and gates. No security issues were noted during the inspection and the appropriate authority is aware of the concerns.

Effectiveness of the Foundation Stage

Grade: 2

Children experience a calm and happy start to their school life. From broadly average starting points they make good progress and most achieve or exceed their assessment goals as a result of good teaching and good provision. Children learn to cooperate with each other and develop positive attitudes to their learning, a good platform for future education. Teachers adapt the curriculum to meet the needs of learners, making it relevant and interesting and accelerating progress in areas of the curriculum where children have weaker skills. There are good

opportunities for children to be actively involved in their learning and they thrive in a caring and stimulating environment. Staff and children are eagerly awaiting the opening of the new outdoor area of learning, currently under construction.

What the school should do to improve further

- Raise standards in Key Stage 1, particularly in mathematics.
- Improve the quality of teaching and learning by consistently setting challenging targets and informing pupils how to improve, particularly the most able.

A small proportion of schools whose overall effectiveness is judged as satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

From a broadly average starting point in Year 1, pupils make satisfactory progress through the school. Attainment at the end of Key Stage 1 is slightly below national averages in reading and writing and below average in mathematics. By the end of Year 6, standards are broadly average. Improvements in 2007 suggest standards are rising, especially in science. This is a result of improved tracking of pupils' progress and early intervention to ensure success. Current school data show progress is not yet consistent year on year due to inconsistencies in teaching and learning. As a consequence, some pupils have ground to make up from previous years.

Personal development and well-being

Grade: 2

The personal development of pupils is a strength of the school. A new reward system for good behaviour is 'ace', say the pupils; they enjoy the element of competition between houses and think it is fair. Pupils have a strong sense of justice and this is encouraged and fostered by good role models by staff and older pupils with roles and responsibilities. Attendance is good, pupils enjoy coming to school and they play and work together cooperatively. They are enthusiastic about special events and concerts. They take their responsibilities seriously, working as play leaders, preparing for assemblies and helping in the school office and dining hall. The school council have taken a lead in discussions with companies to draw up plans to install new outdoor play equipment. Charity work and fund-raising gives them a growing awareness of other people's needs and the part they can play in their own community and the wider world. Spiritual, moral, social and cultural development is good. Working towards a Healthy Schools' Award has developed pupils' understanding of healthy lifestyle choices. Pupils develop secure basic skills and are satisfactorily prepared for the next stages of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with good features. Classrooms are well organised, pupils behave well and are ready to learn. Teachers confidently use interesting materials on interactive whiteboards and this motivates pupils. Teaching assistants provide effective support to individuals and small groups of pupils. Pupils confidently ask and answer questions in class, the use of talk partners and group discussion encourages everyone to take part. Work is regularly

marked and motivational comments encourage pupils, but marking does not always focus on targets for the next stage of learning. There is a significant degree of inconsistency in the quality of teaching across the school, which results in pupils making uneven progress. Although staff are very clear what the next steps of learning are, pupils do not always have the same clarity of understanding. In some lessons learning activities are not well matched to the ability levels of the pupils, particularly the most able.

Curriculum and other activities

Grade: 2

The curriculum is planned to meet the needs of pupils and stimulate their interest. It is enriched with visits out of school, including a residential in Year 6 and many visitors who bring their skills and talents to share with the pupils. Pupils develop good information and communication technology skills and use these skills across the curriculum. Spanish is taught from Year 1 to 6 and the school has set up a modern foreign language base where lively interactive displays help pupils enjoy learning a new language. Two lessons of physical education are timetabled each week and provision is further enhanced by a sports partnership with a local secondary school. A new approach to the teaching of science is reaping rewards; pupils are beginning to enjoy the subject more and applying their knowledge and skills in practical activities. There is a satisfactory range of extra-curricular activities, these are popular with pupils. Curricular opportunities for extending the achievement of gifted and talented pupils are at an early stage of development.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Procedures for safeguarding the well-being of pupils are firmly embedded and meet all statutory requirements making the school a safe and supportive environment. The school works in partnership with outside agencies to meet the needs of vulnerable children and these pupils are well supported. Parents and pupils value the 'family feel' of the school and the pastoral care given to their children. Parents say they are welcomed into school and the school is a welcoming place for children. There are good procedures for child protection. Pupils are given good academic guidance but are not always sufficiently involved in setting targets for improvement.

Leadership and management

Grade: 3

Leaders and managers at all levels make accurate assessments of the strengths of the school and the areas they wish to develop further. Their honest and perceptive self-evaluation has led to improvements in monitoring pupils' progress. These strengthened and sharpened systems are beginning to have an impact on raising aspirations and recognising potential, but the full impact is still to be seen, and more rigorous evaluation of the information gathered is needed to ensure that all pupils achieve as well as they can. Governors support the school and fulfil all their statutory requirements. They are developing a more challenging role in holding the school to account as 'critical friends'. A new leadership team is bringing enthusiasm and vigour to school improvement planning and there is a strong sense of teamwork. The school has good capacity to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Thank you very much for welcoming us to your school, talking to us about your plans and showing us your work. We very much enjoyed the time we spent with you.

We think your school is satisfactory with some good features. We were impressed with your behaviour and your good attitudes to work. Everyone takes great care of you so you feel safe. Teachers make your learning interesting and fun and we were very impressed with your skills in Spanish.

We would like your school to look at ways of raising the standards of work at Key Stage 1, especially in mathematics, and also to make sure that all your lessons are at least good to help you all achieve your very best. We think that some of you could cope with harder work to help you make really good progress, so we've suggested that the staff look at how this can be done.

We wish you the very best for the future and hope you all continue to enjoy your time at Harrogate, Coppice Primary.