

Copley Primary School

Wakefield Road, Copley, Halifax, West Yorkshire, HX3 0TP

Inspection dates 8–9 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- As soon as they start in the school, children are taught exceptionally well by a highly effective staff team.
- By the end of the Key Stage 1 and 2, the levels reached in mathematics, reading and writing are well above those expected and have been for a number of years.
- Teaching is outstanding because it ensures that pupils are given work that is highly challenging and adults expect them to produce work to the highest standards. As a result all groups of pupils achieve very well.
- The teaching of reading, writing and mathematics has improved since the last inspection and clearly demonstrates that this is an improving school.
- Teachers provide pupils with inspirational activities in lessons though there are not always enough outdoor activities for children in the Early Years Foundation Stage.
- Pupils' behaviour and attitudes to learning are exemplary both in and out of the classroom and outside school. They flourish when given tasks that require them to work together. They feel safe and secure.
- Levels of attendance at the school are high and have been consistently so over a sustained period of time.
- The curriculum provides for pupils' different needs exceptionally well. There are a considerable number of planned activities that ensure pupils can learn new skills and increase in self-confidence, which prepares them well for the next stages of their learning.
- The newly formed federation established by the school leaders clearly demonstrates their exceptional leadership skills, especially those of the headteacher.
- The governing body has a thorough and detailed understanding of the school's performance and is very effective in holding the headteacher to account.
- As a result of their significant strengths, leaders and governors are ensuring that the high standards in the school are consistently maintained. They fully utilise their financial resources to great effect. For example, the sports premium is being used to increase pupils' and teachers' skills.

Information about this inspection

- The inspectors observed 13 lessons including parts of lessons. All teachers were observed at least once. One lesson was observed jointly with the headteacher and one lesson with the deputy headteacher.
- The inspectors met with staff, pupils and parents. They held a meeting with six members of the governing body including the Chair and Vice-Chair. They met a representative from the local authority.
- Inspectors took into account 25 staff questionnaires. They looked at information from previous school surveys carried out with parents and pupils. They considered 91 responses to the online questionnaire (Parent View) and one letter from parents.
- The inspectors talked to groups of pupils in Key Stages 1 and 2, listened to them read and observed them moving around inside and outside the school at different times of the day.
- They observed the school's work and considered a number of documents, including the school's safeguarding documents, evaluation of its performance, its improvement plan and minutes from governors' meetings.

Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Baljinder Khela

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is much lower than other primary schools. The proportion supported at school action plus or with a statement of special educational needs is similar.
- The proportion of pupils known to be eligible for the pupil premium funding is much lower than the average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectation for pupils' attainment and progress.
- A pre-school and before- and after-school activity is provided in an on-site building by 'Sticky Fingers' which is subject to a separate Ofsted inspection.
- In September 2013 the school formed a federation with New Road Primary school. The headteacher is the executive headteacher for both schools and there is a shared governing body.
- A very small proportion of pupils attend alternative provision placements at the Local Authority Primary Pupil Referral Unit.

What does the school need to do to improve further?

- Ensure that the range of activities provided for children in the Early Years Foundation Stage in the outdoor continuous provision is increased.

Inspection judgements

The achievement of pupils is outstanding

- Achievement is outstanding across the school. In all subjects, the standards that pupils reach from their different starting points are well above those expected and have been high for a number of years.
- Children start school in the Early Years Foundation Stage with skills that are broadly expected for their age, though sometimes they have less ability in numbers. They make good progress from their individual starting points as a result of the highly skilled teachers that plan and provide challenging activities. Children enter Year 1 exceptionally well prepared for the next stage of their learning.
- The performance of pupils accelerates as they move through Key Stage 1. Pupils enter Year 2 with standards that are well above others. In Key Stage 2 the school ensures that there is further acceleration in progress so that the highest standards are maintained. Pupils leave Year 6 well above the standards expected and have done so over a number of years.
- Attainment in mathematics and literacy, including reading and writing, are consistently high as a result of the outstanding teaching. The number of pupils who make expected and more than expected progress in all these subjects is above those nationally and has been over time. A larger than average proportion of pupils reach Level 4 and Level 5 and a much greater proportion of pupils went on to reach Level 6 in mathematics than did so nationally in 2012, demonstrating that the school fully supports its most-able pupils.
- Checks on pupils' phonic skills (the knowledge of letters and sounds to help read unfamiliar words) carried out in Year 1, showed that almost all pupils exceeded the levels expected for their age in 2013 and this shows a further improvement on the high numbers in 2012.
- Pupils who have special educational needs make good and often outstanding progress due to their needs being identified accurately and highly effective strategies being put into place to aid their learning.
- The very few pupils who attend alternative provision placements are supported very well and this ensures that they can make good progress.
- It is not possible to judge how well pupils who are eligible for the extra funding through the pupil premium are achieving as there are fewer than 11 which makes using data and comparisons difficult.

The quality of teaching is outstanding

- Outstanding teaching is evident across all subjects. In the best lessons teachers and adults repeatedly demonstrate that they have exceptionally high expectations. Regular checking of work and continuous encouragement are consistent features in lesson observations. As a result all groups of pupils, including those with special educational needs, are able to make outstanding progress.
- Teachers have ensured that pupils are developing impressively high levels of confidence and exceptional skills to accurately pronounce words when reading out loud. This was clear when listening to pupils reading from previously unseen books or out loud in the assemblies. If any pupils fall behind in their reading, they are very well supported by adults and make good progress in order to catch up through carefully planned support programmes. Results of phonics checks confirm that teaching is extremely effective.
- Teachers' exceptional subject knowledge underpins achievement in all subjects. For example, in a Year 6 literacy lesson the teacher consistently used key words whilst discussing with pupils. One pupil, when asked by the inspector, had no hesitation in describing what the word

'demarcation' meant and how it would improve their learning.

- Pupils regularly work in groups and pairs and are encouraged to discuss their work with each other in order to solve problems and complete tasks in mathematics. They are encouraged to assess each other's work and can clearly explain what they have been learning in great detail. In one Year 2 class pupils diligently poured over a catalogue, whilst calculating the values of different items as part of managing a budget.
- Marking is frequently carried out and provides pupils with precise feedback on the way they have done their work as well as suggesting improvements that they could make to do even better. Spelling mistakes are corrected rigorously and pupils are expected to practise in order to spell words correctly.
- Teachers' planning and their assessments of pupils' learning are of exceptionally high quality and ensure that lessons provide stimulating and interesting tasks so that pupils are fully challenged to do their best. They provide a wide range of activities to effectively engage pupils in their learning. At times, the activities provided outdoors for pupils in the Early Years Foundation Stage were not sufficient to ensure that the best learning took place because there was not enough variety for children to choose from.
- Teaching in the alternative provision is monitored closely by the school so that they can ensure that it meets the pupils' needs.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exemplary both in and out of the classroom. They display outstanding attitudes to their learning, which means that they are attentive to the teaching and gain significantly from the excellent learning opportunities that they are provided with by the school.
- Behaviour is managed exceptionally well. Evidence from lesson observations carried out by inspectors showed that teachers are highly skilled in managing behaviour. Because the school has a consistent behaviour-management system in place and pupils are very clear about the consequences, they did not need to use it during the inspection due to the pupils' high standards. This is supported by the school's own records which show very few incidents of misbehaviour. Further evidence of pupils being able to successfully manage their own behaviour was seen during the whole-school assemblies which required only one member of staff.
- Pupils say that they feel very safe in the school. They know about different types of bullying and they are fully aware of how to stay safe using computers. Surveys carried out by the school with pupils and parents and conversations with parents fully support what the pupils are saying.
- Attendance levels are high and have been so over a number of years. Both pupils and parents recognise the importance of coming to school and this can be clearly seen in the well-above average levels of attendance day to day.
- The behaviour of pupils in alternative provision is supported by appropriately skilled staff to ensure that their individual needs are well met.

The leadership and management are outstanding

- Outstanding leadership at all levels has led to the development of a highly cohesive and successful staff team that is very open to improving their own skills in order to increase the success of pupils. Challenging targets and effective training linked to opportunities to practice their skills in other classrooms, such as in the partner school, ensure that the standards of teaching are exceptionally high.
- The headteacher and other leaders consistently set exceptionally high standards for the learning and progress of pupils in the school. Pupils and teachers have targets that are appropriately high and, as a result of relentless efforts to check closely on performance, this ensures that the school continues to achieve outstanding results. In addition, the school closely monitors the arrangements for pupils who learn off-site.

- The headteacher has a precise view of the school's performance and uses this to establish highly effective plans for improvement. The school's judgements on its own performance are exceptionally accurate and its analysis of information is thorough and robust.
- The curriculum provides a wide range of opportunities for pupils to develop skills in and out of the classrooms. Topics are planned to ensure the widest participation and interest, such as studying castles and dragons and including a trip to a castle and a visit by a 'Roman'. Swimming lessons take place in Year 3 and 4. Every Year 4 pupil learns the guitar and music is available to all pupils in class lessons.
- Provision for the social, moral, spiritual and cultural development of pupils is exemplary. Pupils are well prepared for their next stages of education, which was highlighted in conversation with parents. They excel in confidence and, when talking to inspectors, exhibited a quizzical enthusiasm to find out more. The school provides many opportunities to build knowledge of others and self-confidence, such as visits to different faith buildings, afternoons in the woods, sleepovers and 'work experience' in other schools. This clearly demonstrates the school's commitment to providing equal opportunities.
- Having recognised that the school's leaders have the range of skills and experiences in order to offer support to other schools, the governing body and headteacher formed a partnership with a local school. Following changes implemented by the headteacher, the partnership successfully secured improvements as demonstrated by the school receiving a 'good' judgement following its inspection in October 2012.
- The local authority recognises that there is strong leadership and high standards being achieved so that they only need to provide 'light touch' support.
- **The governance of the school:**
 - The governing body are extremely committed to ensuring that its pupils and its community are getting the best from the school. This is very clearly evident in the wealth of support from parents and the outstanding results achieved year on year. Governors can demonstrate an impressive track record because they know and fully understand the key features of the school and regularly engage in classroom activities. They are very clear about its performance and the performance of all the staff. They set challenging targets for the headteacher and rigorously oversee the school's improvement. They use this knowledge to impressive effect as clearly shown by improvements in their partner school. Systems for managing the finances, recruiting staff, ensuring appropriate procedures for health and safety and safeguarding fully meet requirements. Careful planning and diligent use of funds have allowed the school to purchase additional computers, refurbish classrooms and provide a considerable amount of activities for pupils, such as trips out. The governing body knows how it has spent the pupil premium and highlights the difference it has made, to inspectors. Equally they have ensured that the recent additional funding through the sports premium offers additional sport development including increasing teachers' skills – which inspectors observed.

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	107480
Local authority	Calderdale
Inspection number	425917

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	231
Appropriate authority	The governing body
Chair	Derek Borland
Headteacher	Nan Oldfield
Date of previous school inspection	5 November 2008
Telephone number	01422 354209
Fax number	01422 369910
Email address	admin@copley.calderdale.sch.uk

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