

Coppice Valley Primary School

Address: Knapping Hill, Harrogate, North Yorkshire, HG1 2DN

Unique reference number (URN): 145026

Inspection report: 13 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✔ **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 ●

Inclusion

Strong standard ●

The school is highly inclusive and welcoming. Leaders and staff get to know pupils and their families extremely well. This helps them to ensure that the right support is in place. Pupils with special educational needs and/or disabilities consistently get the right support to achieve and belong. Staff are well trained to identify pupils' individual needs as early and accurately as possible. The school also works with external professionals, such as occupational therapists, to help them gain a full, clear picture of a pupil's individual strengths and strategies to support them, where needed. Leaders carefully review this support to ensure each pupil benefits.

Pupils who benefit from additional funding join in a wide range of experiences that might otherwise be hard to access. Pupils take part in residential trips that build confidence and resilience. They learn to ride a bicycle so that, as they get older, they can access opportunities independently. The school also provides highly effective support for pupils who are known to social care. For example, the school's 'belonging builders' programme, where pupils get involved in projects that contribute to wider school life, helps pupils to see that they are a valued part of the Coppice Valley family.

Expected standard ●

Achievement

Expected standard ●

Pupils' achievement in national tests is typically in line with national averages. The achievement of disadvantaged pupils is similar to that of disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities make progress from their starting points. They generally achieve in line with their peers. The school has a clear strategy for ensuring that pupils secure important curriculum knowledge. This helps pupils learn to communicate well, orally and in writing, and to become fluent readers and confident mathematicians. On the whole, pupils are prepared for the demands of secondary school.

Leaders have improved the curriculum across all subjects over a period of several years. Pupils generally learn well. In some subjects, they consistently produce thoughtful, high-quality work as they become more knowledgeable. In a small number of subjects, where improvements to the curriculum are more recent, pupils have not had consistent opportunities to deepen their understanding. Their knowledge of some aspects is less detailed.

Attendance and behaviour

Expected standard ●

The school supports pupils to attend school regularly. Leaders have a clear understanding of the local community and the difficulties that families sometimes face in ensuring their child gets to school. Leaders work closely with families to identify a personalised strategy to help

when pupils struggle to attend regularly. Leaders' actions are having a significant impact on the small number of pupils who are persistently absent.

Pupils behave well in lessons and at social times. Staff typically have high expectations and routines are established. For example, staff usually use effective strategies to gain pupils' attention. On rare occasions, staff do not get pupils back on track quickly when they lose focus.

Derogatory language, bullying and violence are not tolerated. Such incidents are extremely rare. Staff are highly effective in addressing them. Pupils who need more support to manage their behaviour get the right help. This sometimes involves small adaptations. For example, there are a range of different ways for pupils to let adults know that they need some emotional support. All children, including those who are vulnerable, can comfortably communicate their needs, allowing staff to intervene early.

Curriculum and teaching

Expected standard 

There is a broad, balanced curriculum in place. Leaders understand its current strengths and the areas they need to continue to develop, such as writing. Leaders have ensured that staff have ongoing professional learning opportunities, including with colleagues across the trust. This supports teachers to know their subjects well.

The curriculum identifies the important knowledge that pupils need to learn. Teachers revisit important aspects of the curriculum to help pupils make connections and practise skills. Teachers explain concepts clearly. They know pupils' starting points and have a wide range of ways to check pupils' understanding. Misconceptions are addressed quickly and effectively before moving on. Activities are matched to pupils' learning needs. Effective support is in place for any pupil who needs additional help to secure their knowledge and skills. This includes, when needed, pupils with special educational needs and/or disabilities.

Teachers encourage pupils to apply the ambitious vocabulary that they learn in their work. This helps them to explain their ideas. The curriculum in the early years is carefully thought through and prepares children well for Year 1 subjects. As pupils move on from phonics, they access an effective reading and writing curriculum which meets their needs.

Early years

Expected standard 

The early years provision is warm and welcoming. Children get along well with each other, learning to share and take turns. Staff are trained to identify additional needs, including special educational needs and/or disabilities, quickly and accurately. They learn all that they can about each child, including those who are known to social care. This ensures that children get the support they need. The curriculum is carefully designed. Activities are purposeful and children learn well.

There is a sharp focus on communication. Staff are highly skilled in helping children to develop their vocabulary. Staff are trained to 'notice and focus' when checking children's learning. They know children's next steps and guide their learning confidently. Children secure the important number facts and word-reading skills that they need to be ready for

their next stage. Children learn to read quickly. Books are matched to the sounds they know so that reading practice is effective.

The school has recently strengthened its transition arrangements to better prepare children for starting Year 1. Staff advise parents and carers on how to support their children at home, including through regular workshops. This means that children benefit from a consistent approach to their learning and care.

Leadership and governance

Expected standard 

Leaders are ambitious and have identified clear priorities for continuing to improve the school. For example, they have made changes to the curriculum to ensure high ambition and a clearer approach to the writing strategy. Curriculum developments are having a positive impact on pupils' learning and achievement. This is beginning to be reflected in improved published outcomes.

Leaders know pupils and the local community extremely well. Leaders have identified groups and individuals who would benefit from further support, such as counselling or speech therapy, for example. This helps them to take effective action to ensure that pupils' needs, both pastoral and academic, are met.

Leaders at all levels are role models of high expectations and professionalism. Regular checks are carried out to understand the impact of leaders' actions. This ensures the improvement programme stays on track. Those with responsibility for governance understand their statutory duties and carry them out effectively.

The trust provides ongoing professional learning opportunities for governors and staff, including early career teachers. Training is evidence-informed. Staff are developing the routines and habits, such as clear and effective ways to check pupils' understanding, that support pupils to learn well. Ongoing networking across schools in the trust helps leaders, including subject leaders, to share best practice. Staff appreciate these opportunities. They are extremely positive about workload and wellbeing and feel highly valued.

Personal development and wellbeing

Expected standard 

The curriculum for pupils' personal, social and health education is well thought through. It is supplemented with enhanced programmes to deepen pupils' understanding of important topics, such as online safety. In designing the curriculum, leaders have thought carefully about pupils' needs. Pupils who need further support to understand sensitive topics, such as aspects of sex and relationships education, get the right help. On the whole, pupils learn and remember the curriculum well. Sometimes, their knowledge is especially detailed. For example, older pupils are insightful when explaining the potential risks of social media. However, pupils' recall of some aspects of the school's curriculum, such as different faiths, is less detailed.

Pupils celebrate difference and are developing their knowledge of equality. The school does not tolerate any form of abuse or discrimination. Incidents almost never happen. When they do, leaders and staff take swift and highly effective action.

Leaders understand pupils' individual backgrounds, their strengths and any barriers to their wellbeing. They have used what they know to design a highly effective personal development programme. The wide range of opportunities available helps to develop pupils' talents, for example, in cooking or crafting. Pupils help to choose the clubs that are on offer. They are well attended. The school's pastoral offer includes a 'calm club' for pupils who benefit from a safe, supportive space. Every pupil has the opportunity to take on a leadership role. For example, they might join the eco council or become a reading ambassador. Opportunities to support the local community enable pupils to see the positive impact they have on others. For example, pupils support local families via the school's community hub and garden. These experiences also help pupils to understand the value of servant leadership. They are proud to support their school and wider community. Some wider opportunities are chosen to specifically benefit disadvantaged pupils.

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

Pupils enjoy learning and achieve well. On the whole, an ambitious and effective curriculum ensures that pupils are ready for their next stage of learning. This is reflected in published outcomes in national tests. Pupils with special educational needs and/or disabilities, and pupils who face other barriers to learning, generally achieve and thrive. Pupils develop their vocabulary as they explore interesting concepts, such as how the Anglo-Saxons impacted Roman Britain. However, in some curriculum subjects, pupils sometimes struggle to explain aspects of their learning in depth.

There is a strong sense of community. Difference is celebrated. Pupils are keen to support one another, the community and the environment. Leaders have made the mental health and wellbeing of pupils their highest priority. They recognised that some pupils, including those who are disadvantaged and those who are known to social care, may not have regular access to the outdoors. In response, leaders have introduced regular opportunities for outdoor learning. Pupils learn to take care of the environment. For example, school uniforms are passed on to fellow pupils rather than ending up in landfill. The projects that pupils can become involved in through 'Coppice 50' and 'Coppice Gold' help them to see the impact they can have on others. For example, pupils prepare recipe bags for families to cook with. They make and sell products to raise money for charity.

Pupils behave well. On rare occasions, pupils lose focus. Typically, adults get them back on track quickly. Bullying almost never happens. If bullying occurs, leaders deal with it effectively and quickly. Appropriate support helps vulnerable pupils to attend school regularly and feel safe, just like their peers. For example, some pupils access the 'nest', a safe, den-like space to help them to manage their emotions.

Next steps

- Leaders should ensure that pupils have regular opportunities to develop detailed knowledge and produce high-quality work so that their depth of understanding is consistent across all subjects.

- Leaders should continue to build upon teachers' high expectations of behaviour so that pupils are given consistent support to develop self-discipline and dedication to their learning.
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About this inspection

This school is part of Red Kite Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Sheriff OBE, and overseen by a board of trustees, chaired by Chris Tulley.

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.

Inspection activities:

Inspectors spoke with the headteacher, deputy headteacher, CEO, several trustees, including the chair of trustees, and 2 governors, including the chair of the local governing body, during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

The school has undergone a significant change since the last inspection. A new headteacher and deputy headteacher joined the school in September 2023 and September 2024, respectively.

Headteacher: Miss Hannah McNamara

Lead inspector:

Zoe Helman, His Majesty's Inspector

Team inspectors:

Sarah Gordon, His Majesty's Inspector

Elaine Watson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 13 January 2026

School and pupil context

Total pupils

209

Close to 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

210

Below 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)

12.92%

Below average

What does this mean?

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

National average: 26.3%

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

1.91%

Below 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

13.40%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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	63%	61%	Close to average
2024/25 (revised)	68%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	59%	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 (revised)	82%	75%	Above
2023/24 (final)	71%	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	72%	72%	Close to average
2024/25 (revised)	71%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	72%	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	81%	73%	Above
2024/25 (revised)	89%	74%	Above
2023/24 (final)	74%	73%	Close to average
2022/23 (final)	79%	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	48%	46%	Close to average
2024/25 (revised)	55%	47%	Close to average
2023/24 (final)	36%	46%	Close to average
2022/23 (final)	57%	44%	Above

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	69%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	82%	63%	Above
2023/24 (final)	55%	62%	Close to average
2022/23 (final)	71%	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	62%	59%	Close to average
2024/25 (revised)	64%	59%	Close to average
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	71%	58%	Above

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	59%	60%	Close to average
2024/25 (revised)	73%	61%	Close to average
2023/24 (final)	36%	59%	Below
2022/23 (final)	71%	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	48%	68%	-19 pp
2024/25 (revised)	55%	69%	-15 pp
2023/24 (final)	36%	67%	-31 pp
2022/23 (final)	57%	66%	-9 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	69%	80%	-11 pp
2024/25 (revised)	82%	81%	1 pp
2023/24 (final)	55%	80%	-25 pp
2022/23 (final)	71%	78%	-7 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	62%	78%	-16 pp
2024/25 (revised)	64%	78%	-15 pp
2023/24 (final)	55%	78%	-23 pp
2022/23 (final)	71%	77%	-6 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	59%	80%	-21 pp
2024/25 (revised)	73%	81%	-8 pp
2023/24 (final)	36%	79%	-43 pp
2022/23 (final)	71%	79%	-8 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 (2 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.3%	5.5%	Below
2022/23 (3 term)	4.9%	5.9%	Below

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 (2 term)	7.2%	13.3%	Below
2023/24 (3 term)	9.3%	14.6%	Below
2022/23 (3 term)	11.0%	16.2%	Below

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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