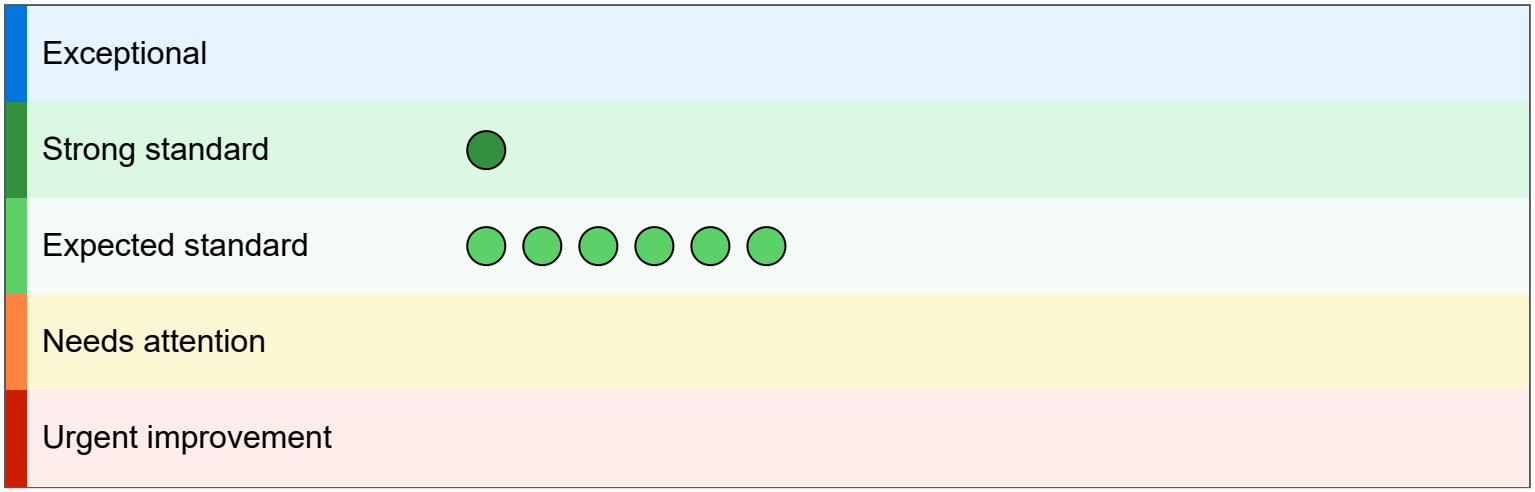
Coppice Primary School

Address: Coppice Primary School, Manford Way, Chigwell, Essex, IG7 4AL

Unique reference number (URN): 102837

Inspection report: 7 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

Personal development and wellbeing

Strong standard

Leaders have designed a personal development offer that is highly attuned to the pupils at this school. They regularly review its effectiveness and provide additional opportunities to broaden pupils' experiences and deepen their understanding of the wider world as a result. This includes pupils with special educational needs and/or disabilities. Leaders ensure the personal, social and health education curriculum clearly sets out what pupils need to learn, including as part of sex and relationship education. Sensitive teaching delivered by well-trained staff helps pupils to become increasingly knowledgeable about the changes to their bodies as they grow. They learn about positive relationships, and the importance of a healthy lifestyle. The curriculum is also supplemented by meaningful opportunities to teach and remind pupils about their responsibilities and rights, such as the right to be safe, for instance. Consequently, pupils develop a detailed understanding about how to keep themselves safe, online and in their daily lives.

Pupils take part in a wide range of activities to develop an understanding of fundamental British values. For example, after learning about the rule of law, pupils in Year 6 visit the local crown court. Pupils across the school vote democratically for advocates, whose responsibilities include representing their class at important meetings. Pupils also develop a sophisticated understanding of social issues. For example, members of the school's Youth Voice Champions have successfully raised awareness of child poverty and worked alongside leaders to address issues affecting the school community.

Leaders have established highly effective pastoral systems that enable pupils to thrive socially and emotionally. Through wide-reaching partnerships with external agencies, leaders ensure that pupils access a wide range of timely support for their mental health and wellbeing.

Pupils benefit from an increasingly broad range of clubs, trips and visits. Leaders' relentless focus on reducing barriers ensures that all pupils can take part. Pupils develop empathy and social responsibility through raising money for charities, campaigning on environmental issues and taking part in 'make do and mend' projects. A wide range of sporting and musical opportunities also enables pupils to develop and extend their interests and talents.

Expected standard

Achievement

Expected standard

Pupils attain broadly in line with national averages in the end-of-key-stage-2 assessments. Across the school, pupils develop secure foundations in reading, writing and mathematics. From the early years onwards, pupils acquire an ambitious vocabulary, which they use with increasing confidence and accuracy in their spoken language.

Leaders' clear focus on strengthening the teaching of reading is having a positive impact. Outcomes in the phonics screening check continue to improve, and attainment in reading is

rising across key stage 2. Disadvantaged pupils achieve particularly well in reading by the end of Year 6, reflecting leaders' success in ensuring that disadvantaged pupils now attain as well as non-disadvantaged pupils nationally.

Pupils' work across the curriculum is generally of high quality and pupils are proud of what they produce. Typically, pupils, including those with special educational needs and/or disabilities, build knowledge which helps them to make secure progress across the school.

Attendance and behaviour

Expected standard

Leaders have a robust approach to improving attendance. They systematically analyse information to understand in depth any barriers to positive attendance. Leaders then develop and put in place bespoke support to reduce persistent absence. They intervene quickly if issues arise. Close working relationships with external agencies contribute to this work. As a result, overall attendance is improving over time for all groups. Leaders consistently communicate the importance of regular attendance through a range of means. For example, they recognise high and improved attendance with certificates for pupils and emails home to parents and carers. Positive and trusting relationships with families are also helping to strengthen attendance further.

In lessons and around the school, pupils show respect for staff and for each other. Explicit teaching about emotions and managing feelings helps pupils to demonstrate positive behaviour choices in different situations. Highly effective pastoral care means that if pupils need support with behaviour, staff are always there to help. Pupils are clear that bullying is rare, and that it is dealt with quickly and effectively. Pupils understand and follow the 'Coppice code' and see the importance of listening to others' points of view. When they move from one activity to another, pupils typically behave sensibly and calmly. During social times, they play cooperatively and engage positively with the activities and equipment available for them.

Curriculum and teaching

Expected standard

Leaders have designed an ambitious and broad curriculum. It is organised so that pupils learn ideas in a logical order. Staff are clear about what knowledge and skills pupils need to build up over time. Leaders regularly evaluate the effectiveness of the curriculum and understand where development is needed.

Leaders ensure there is an emphasis on the core areas of reading, writing and mathematics. This starts in the early years, where, for example, games and songs in the Nursery class introduce children to important early knowledge. Phonics teaching is typically secure. Developing oracy is also a priority across the school. Teaching supports pupils to increasingly use ambitious words in their spoken language and written work.

Teaching is generally effective and enables pupils to build and connect their knowledge over time. For example, pupils use their understanding of shape and pattern from studying the artist Orla Kiely in Year 3 to create effective spray-painting stencils in Year 6. Teachers have secure subject knowledge. High-quality professional learning for staff is helping to strengthen consistency in teaching strategies across the school. Staff have high expectations for pupils, including those with special educational needs and/or disabilities. At

times, however, adaptations to teaching are not as closely matched to pupils' needs as is necessary. Some teaching progresses before pupils have been able to think deeply and secure their understanding. Consequently, some misconceptions are not identified at the earliest opportunity, and some pupils do not build knowledge as progressively as they could.

Early years

Expected standard

Leaders have developed a well-sequenced early years curriculum. They have high expectations and a clear focus on supporting children to develop communication and language. Staff model new words and encourage children to respond in full sentences. In Nursery, teaching helps children to become aware of sounds. By the end of Reception, phonics teaching means that children are typically using sounds to decode words and read appropriate books with increasing accuracy. Teaching also enables children to build foundational knowledge in early mathematics and writing. For example, children have fun using numbers while playing shopping games. In Reception, they enjoy creating stories and recording their ideas using their early writing knowledge. Structured routines and sensitive support from staff help children with special educational needs and/or disabilities (SEND) to develop their communication and feel settled. Children, including those with SEND, make steady progress from their starting points and are well cared for.

Leaders ensure that the curriculum enables children to explore, be curious and apply what they have learned, both indoors and outside. For example, outdoors, children develop strength and physical co-ordination on the climbing equipment. Children also have opportunities to develop early scientific knowledge. For instance, they learn about the importance of water and light to grow healthy fruits and vegetables when exploring the wildlife area or watering the plants in the raised beds.

Staff work closely between the early years and Year 1. This ensures that the curriculum and teaching support children, including children with SEND and those who are disadvantaged, to be typically prepared for their next steps.

Inclusion

Expected standard

Leaders have developed an inclusive and welcoming culture across the school. They act early to reduce potential barriers they know some pupils face, regularly monitoring the effectiveness of the support provided. Well-established systems ensure that pupils who are new settle in quickly. Leaders work closely with external professionals and the local authority to offer pupils and their families support when it is needed.

Leaders draw on specialist advice and work with staff to identify pupils' individual needs quickly and accurately. Positive relationships with parents and carers support this process. Specialist provision, including from speech and language therapists and physiotherapists, ensures that pupils with special educational needs and/or disabilities (SEND) receive appropriate support. Pupils and their parents are regularly included in reviewing this provision, helping them to feel valued. Leaders have developed a coherent professional learning plan for staff so that they know how to help pupils with SEND consistently access the curriculum alongside their classmates. Leaders are working to ensure that their inclusive strategies are increasingly embedded across the school.

Leaders use additional funding effectively, resulting in a high proportion of disadvantaged pupils achieving well at the end of key stage 2, especially in reading. Leaders also continue to prioritise reducing barriers to participation in the school's wider offer. For instance, they track involvement in clubs, trips and visits and consistently offer support to ensure that any barriers are overcome. This contributes to pupils feeling a secure sense of belonging to the school community.

Leadership and governance **Expected standard**

Leaders know their school well and have an accurate understanding of its strengths and priorities for improvement. They have established a clear direction for the next phase of the school's development. Governors share this commitment and are reflective in the way they provide support and challenge. This means they fulfil their statutory responsibilities and ensures that their oversight of curriculum, teaching and safeguarding is robust.

Leaders have ensured that staff's professional learning is evidence-informed and focused on the key priorities that will make the greatest difference to pupils. Staff, including those at the early stages of their careers, feel well supported. They value leaders' focus on managing workload and improving wellbeing. Positive professional relationships between colleagues underpin this supportive culture. For example, collaboration with a partner school provides meaningful opportunities for staff to develop their expertise and share effective practice. Staff are proud to be part of this friendly and welcoming school community.

Leaders have established positive relationships with parents and carers. Opportunities for parents to share in their children's learning, through musical performances and sports days for example, help to strengthen the sense of community. Parents appreciate the school's open culture and are positive about the wide range of opportunities on offer. Parents of children with special educational needs and/or disabilities value the tailored support provided which enables their children to make progress and succeed.

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

Pupils feel safe and well cared for at this welcoming school. They are friendly and kind towards each other and with staff around the school. Staff build positive and trusting relationships with families. Leaders make sure that those who are new to the school, including those who speak English as an additional language, settle quickly. As a result, pupils feel valued and part of a thriving school community.

Pupils enjoy learning because teachers make it interesting and informative and help pupils to learn new skills. For example, teaching recaps knowledge and makes meaningful links between subjects, which helps pupils to remember what they have learned before. On the whole, pupils, including those with special educational needs and/or disabilities, and those who are disadvantaged, achieve well. Pupils appreciate the support they receive from staff if they need help with their learning.

Pupils show the Coppice values through how they behave in classrooms and at social times. They take responsibility for themselves and others, following staff instructions promptly. At

lunchtime, pupils show kindness when they play together. Respectful relationships ensure that pupils know who they can talk to if they have any worries. Pupils are clear that bullying rarely happens, and that staff will deal with it quickly and effectively.

Improving attendance remains a key priority for leaders. They work closely with families and external agencies to provide the support that pupils need to attend regularly. This work is having a positive impact, with consistent improvements in attendance for pupils across the school.

Pupils enjoy a wide range of opportunities that broaden their horizons and help to prepare them for their next steps. For example, the school's annual 'work week' enables pupils to visit real workplaces as well as hear from inspirational visitors. Pupils enjoy showcasing their learning, such as through art exhibitions or presentations to their families. They readily take on leadership roles, such as reading ambassadors, and understand how they are supporting younger children with their reading and language. Pupils develop confidence, resilience and independence and a secure sense of belonging.

Next steps

- Leaders should ensure that adaptations to teaching are consistently fully matched to pupils' individual needs so that pupils can build the knowledge they need to make as much progress as possible over time.
- Leaders should ensure that teaching is adapted more precisely to ensure that pupils are supported to grasp and think deeply about subject content and overcome any misconceptions they may have.
- Leaders should continue to cement the school's approaches to securing high attendance, making any adjustments to tighten systems and processes when required.

About this inspection

The chair of the board of governors in this school is Mr Ike Sannie-Lamptey.

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.

Inspectors spoke with the executive headteacher, the head of school and senior leaders during the inspection. They also met with members of the governing body, as well as a representative from the local authority.

Inspectors spoke with several pupils, staff and parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school is in a soft federation with William Torbitt Primary school in Redbridge.

The school does not currently make use of any alternative provision.

Executive Headteacher: Clare Pike

Lead inspector:
Kate Fallan, His Majesty's Inspector

Team inspectors:
Christopher Birtles, Ofsted Inspector
Jonathan Newby, Ofsted Inspector
Martin Kelsey-Hatton, Ofsted 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 7 July 2026

School and pupil context

Total pupils

446
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

420
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)

23.57%
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

4.04%
Close to 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

12.56%
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

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	65%	61%	Close to average
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	70%	61%	Above
2022/23 (final)	58%	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)	85%	75%	Above
2023/24 (final)	82%	74%	Above
2022/23 (final)	64%	73%	Below

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	74%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	71%	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	76%	73%	Close to average
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	71%	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	58%	46%	Above
2024/25 (final)	67%	47%	Above
2023/24 (final)	59%	46%	Above
2022/23 (final)	52%	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	67%	62%	Close to average
2024/25 (final)	83%	63%	Above
2023/24 (final)	73%	62%	Close to average
2022/23 (final)	52%	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	67%	59%	Above
2024/25 (final)	75%	59%	Above
2023/24 (final)	68%	58%	Close to average
2022/23 (final)	62%	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	65%	60%	Close to average
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	68%	59%	Close to average
2022/23 (final)	62%	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	58%	68%	-9 pp
2024/25 (final)	67%	69%	-3 pp
2023/24 (final)	59%	67%	-8 pp
2022/23 (final)	52%	66%	-14 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	67%	80%	-12 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	73%	80%	-7 pp
2022/23 (final)	52%	78%	-26 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	67%	78%	-10 pp
2024/25 (final)	75%	78%	-3 pp
2023/24 (final)	68%	78%	-9 pp
2022/23 (final)	62%	77%	-15 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	65%	80%	-14 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	68%	79%	-11 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	62%	79%	-17 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)	6.4%	5.2%	Above
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	7.5%	5.9%	Above

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)	19.3%	13.0%	Above
2023/24 (3 term)	16.8%	14.6%	Close to average
2022/23 (3 term)	24.9%	16.2%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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