

Coppetts Wood Primary School

Address: Coppetts Road, Friern Barnet, London, N10 1JS

Unique reference number (URN): 101270

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.

Expected standard

Achievement

Expected standard 

Leaders have strengthened early reading and language development. Targeted support is in place for children who need it in the early years. Published outcomes at the end of key stages 1 and 2 are below the national average. This is because a high proportion of pupils join the school during the year, often working below age-related expectations or with complex additional needs. These pupils make progress from their starting points but are not in the school long enough for this to be reflected fully in published data.

Work in books shows secure progress in English and mathematics. This includes pupils who join mid-year, pupils with special educational needs and/or disabilities, and pupils who speak English as an additional language. Disadvantaged pupils achieve in line with national averages. By the end of key stage 2, pupils secure the knowledge and skills they need for secondary school. As a result, pupils are well prepared for the next stage of their education.

Attendance and behaviour

Expected standard 

Leaders have taken a clear and consistent approach to improving attendance. Expectations are communicated well, and positive relationships have been built with parents. Leaders work closely with families to remove barriers to attendance and provide help when needed. Overall attendance for all groups of pupils is in line with national averages. Persistent absence is carefully tracked, and leaders work directly with families where concerns arise. As a result, persistent absence has reduced this year, having previously been above national. This continued focus has led to more pupils attending school regularly.

Pupils behave well across the school. Classrooms are calm and orderly, and pupils show positive attitudes to learning. The behaviour policy sets clear expectations and focuses on shared values and how adults support pupils when issues arise. Staff consistently use the policy. Pupils say adults help them when needed. Pupils know who they can talk to if they have a worry, and they say that bullying is not accepted in the school. Adaptations are made for pupils with special educational needs and/or disabilities, including those in the specially resourced provision. Staff know pupils well, and relationships are respectful. This creates a supportive and positive environment for learning.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the quality of the curriculum and teaching and make deliberate decisions to strengthen early reading, writing and mathematics skills and knowledge. The phonics curriculum is well structured and provides targeted support for pupils who need to keep up or catch up. Staff address misconceptions promptly and model decoding and early writing effectively. The curriculum is broad and sequenced so pupils build knowledge over time. Teaching helps pupils make links between subjects. For example, in history, pupils draw on geographical knowledge from mapwork to explore historical changes in national flags.

Teachers explain ideas clearly and use questions to check understanding and deepen thinking. Staff make appropriate adaptations for pupils with special educational needs and/or disabilities (SEND) so they can learn alongside their peers. Leaders ensure staff are trained in phonics, communication and strategies that support pupils with SEND. Leaders are supporting staff to improve how handwriting is taught so that approaches are consistent. This is to ensure that pupils develop accurate and fluent letter formation over time.

Leaders recognise that some pupils join the school mid-year with language levels below age-related expectations. They are strengthening spoken language and vocabulary teaching, so these pupils develop the language needed to access the curriculum.

Early years

Expected standard 

Early years provision is purposeful and well matched to children's developmental needs. Adults model language clearly and children engage positively indoors and outdoors. The enhanced outdoor spaces support purposeful play. Staff build vocabulary through talk, questions and shared activities. Children respond confidently. Language development is prioritised. Staff have been trained to create language-rich environments and use 'curious questions' to extend communication.

The early years curriculum provides a structured start for all children. It is sequenced across areas of learning and supports progress. Assessment identifies gaps in learning and leads to targeted support in phonics, reading and mathematics. Reading is prioritised and phonics is taught daily. By the end of Reception, children apply phonics to read accurately and with growing fluency, preparing them well for Year 1.

Mathematics teaching is practical and language rich. Children use full sentences to explain their thinking and practise key vocabulary such as 'add' and 'equals'. Adults reinforce concepts across routines and continuous provision. This helps children build secure number sense.

Behaviour is positive, routines are consistent and transitions are calm. Leaders work with parents to support communication and smooth transitions. Overall, children are well prepared for the next stage of learning.

Inclusion

Expected standard 

Leaders have developed an inclusive culture where pupils' needs are understood and supported. Identification of need is timely and based on clear, consistent processes. Pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those known to social care receive support matched to their needs. Leaders work closely with parents and external professionals. This helps leaders review pupils' needs. The additionally resourced provision (ARP) provides specialist support and contributes expertise to mainstream practice. Pupils from the ARP join their peers for activities such as lunch, physical education and clubs. This supports social inclusion.

Leaders reduce barriers to learning through targeted staffing and a range of interventions. For example, staff use communication support, sensory circuits, nurture, therapy and early language provision effectively. Disadvantaged pupils are supported through a strategic multi-

year pupil premium plan. Leaders help families access clubs, wraparound care and educational visits, which increases participation for these pupils.

Staff use a variety of approaches as a result of training they have received. Leaders monitor impact through lesson visits, book scrutiny, data discussions and pastoral reviews. As a result, pupils with SEND and disadvantaged pupils access the curriculum, take part in school life and make progress from their starting points.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths and areas for improvement. Since the appointment of the new headteacher, leaders have focused on strengthening early reading, inclusion and curriculum consistency. They have identified priorities and make decisions in pupils' best interests. This includes pupils who are disadvantaged, those with special educational needs and/or disabilities (SEND), and pupils who join mid-year. Leaders monitor the quality of education through visits to lessons, talking to pupils and looking at assessment information. They use this information to plan next steps.

Staff development is a priority. Staff receive training and take on additional responsibilities. Early career teachers receive effective support. Leaders consider workload and wellbeing when introducing new initiatives. As a result, staff say they feel supported in their roles and positive about the direction of the school.

Governors meet their statutory duties and understand the school's context. This includes an understanding of high pupil mobility and the needs of pupils with SEND and those who speak English as an additional language. They check provision through visits, discussions with leaders and talking to pupils. They hold leaders to account for the quality of education, safeguarding and the use of resources. Governors can give examples of challenge that has led to improvement, including changes to curriculum areas and personal development. They ensure that decisions about staffing and funding, including pupil premium, help remove barriers and widen access to enrichment. Overall, leadership and governance contribute to ongoing school improvement and positive relationships across the community.

Personal development and wellbeing

Expected standard 

The school offers a broad and well-considered personal development programme from pre-Nursery to Year 6. Performing arts, music and school performances help pupils develop confidence, teamwork and self-expression. Music assemblies broaden cultural knowledge. Pupils perform for residents at a local retirement home. This experience helps to build confidence and develop a sense of social responsibility. Leaders ensure that pupils have planned opportunities to learn through visits in the local area, such as supermarkets, cafes and local parks. This helps pupils learn about their local community and develop global awareness.

The school promotes pupils' spiritual, moral, social and cultural development well. Through personal, social and health education, assemblies and workshops, pupils learn about values, community roles and democracy. They also gain knowledge of different cultures and

beliefs through visitors, themed activities and links with the local community. This helps them develop respect for others and a broader understanding of the world.

Clubs offer pupils additional experiences in dance, drama, physical education and football. Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) access these activities. Break and lunchtime clubs support pupils to build confidence in social interactions. The outdoor wooded area provides mixed-age outdoor learning and supports pupils' ability to manage their feelings, teamwork and leadership. Pupils say they enjoy these outdoor sessions and look forward to them.

Relationships and health education are age-appropriate and sensitively taught. Pupils understand how to stay safe online and offline. The school promotes fundamental British values through pupil leadership, democratic processes and community engagement. Leaders make decisions that support pupils' wider development, particularly those who are disadvantaged or pupils with SEND.

Overall, pupils talk positively about their experiences and describe the school as supportive, kind and a place where they feel a sense of belonging. This reflects the school's commitment to wellbeing and character development.

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

Pupils enjoy coming to school and talk positively about their learning. They describe subjects such as mathematics, English, science, history and art with enthusiasm. Pupils value learning new skills, including times tables, writing and scientific investigation. They understand that learning helps them in later life, for example when managing money or developing confidence.

Pupils enjoy lessons because teachers make learning interesting and explain concepts clearly. They say that teachers help them in different ways and give useful feedback. Pupils describe lessons as calm and focused. Pupils in the older years recognise that improving handwriting helps them present their ideas more clearly.

Pupils feel safe at school. They say that staff are kind, helpful and easy to talk to if they have a worry. They understand how to stay safe online and know not to share personal information. Pupils understand fundamental British values through assemblies and visits, such as police and transport safety talks.

Behaviour in lessons is calm and pupils are respectful. Pupils say the playground is lively and sociable. They report that there is no bullying, although the occasional minor disagreement can happen, but these are quickly resolved. They also say that boys and girls are treated equally.

Pupils enjoy a wide range of wider experiences beyond the classroom. They talk confidently about trips, workshops, fundraising, visits to places of worship and residential. They value opportunities such as music assemblies and pupil leadership roles, including house captains, school councillors and sports leaders.

Pupils feel a strong sense of belonging. They say the school ‘feels like home’, that staff ‘push us to be our best’ and that everyone is ‘kind and thoughtful’. Pupils are valued, included and well cared for. They are proud of their school and speak positively about their friendships, learning and wider experiences.

Next steps

- Leaders should ensure that pupils who join mid-year with below age-appropriate language levels develop spoken language and vocabulary to support their learning over time.
 - Leaders should continue to develop staff expertise so that handwriting is taught consistently and pupils develop accurate and fluent letter formation over time.
-

About this inspection

The chair of the board of governors in this school is Bruce McGill.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

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

Inspection activities:

During the inspection, inspectors spoke with the headteacher, other senior leaders, staff, pupils, representatives from the local governing body and the local authority.

The inspectors confirmed the following information about the school:

The headteacher has been in post since January 2024.

The school includes a specially resourced provision which caters for 20 pupils with autism. The school currently uses no alternative provision.

Headteacher: Ms Anna Lippa

Lead inspector:

Karen Kent, His Majesty's Inspector

Team inspectors:

Ruth Harding, Ofsted Inspector

Rutinderjit Mahil-Pooni, 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

227

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

269

Close to 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)

37.78%

Above 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

14.54%

Well above 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

8.37%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	49%	61%	Below
2024/25 (revised)	43%	62%	Below
2023/24 (final)	52%	61%	Below
2022/23 (final)	54%	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	66%	74%	Below
2024/25 (revised)	50%	75%	Below
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	68%	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	62%	72%	Below
2024/25 (revised)	50%	72%	Below
2023/24 (final)	58%	72%	Below
2022/23 (final)	79%	71%	Above

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	68%	73%	Close to average
2024/25 (revised)	50%	74%	Below
2023/24 (final)	81%	73%	Above
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	43%	46%	Close to average
2024/25 (revised)	33%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	33%	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	60%	62%	Close to average
2024/25 (revised)	33%	63%	Below
2023/24 (final)	75%	62%	Above
2022/23 (final)	64%	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	60%	59%	Close to average
2024/25 (revised)	56%	59%	Close to average
2023/24 (final)	42%	58%	Below
2022/23 (final)	79%	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	63%	60%	Close to average
2024/25 (revised)	44%	61%	Below
2023/24 (final)	83%	59%	Above
2022/23 (final)	57%	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	43%	68%	-25 pp
2024/25 (revised)	33%	69%	-36 pp
2023/24 (final)	33%	67%	-34 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	60%	80%	-20 pp
2024/25 (revised)	33%	81%	-47 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	64%	78%	-14 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	60%	78%	-18 pp
2024/25 (revised)	56%	78%	-23 pp
2023/24 (final)	42%	78%	-36 pp
2022/23 (final)	79%	77%	1 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	63%	80%	-17 pp
2024/25 (revised)	44%	81%	-36 pp
2023/24 (final)	83%	79%	4 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	57%	79%	-22 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)	5.7%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	7.9%	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 (2 term)	19.4%	13.3%	Above
2023/24 (3 term)	12.2%	14.6%	Close to average
2022/23 (3 term)	23.1%	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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright