

Copthorne Primary School

Address: All Saints' Road, Bradford, West Yorkshire, BD7 3AY

Unique reference number (URN): 143096

Inspection report: 27 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 ●

Achievement

Strong standard ●

Pupils achieve very highly. Pupils' strong outcomes are a notable strength of the school. Performance has been maintained over time. This is reflected in published outcomes, where achievements in reading, writing and mathematics are above the standards achieved nationally. Over time, disadvantaged pupils and those with special educational needs and/or disabilities make strong progress. Across wider curriculum areas, pupils produce work that is of a high standard. They learn the curriculum confidently. This is reflected in their detailed understanding across subjects such as geography, art and history.

Younger pupils achieve well and make strong progress through the curriculum. For example, a high proportion of pupils quickly secure their knowledge in phonics. As a result, almost all pupils start key stage 2 as confident, fluent readers.

Attendance and behaviour

Strong standard ●

Pupils' attendance is high at Copthorne Primary School. Leaders have established a strong culture that celebrates and promotes high rates of attendance. An innovative and exciting curriculum, along with recognition for improved attendance, motivates pupils to come to school. The school monitors patterns of attendance closely. When a pupil's attendance reduces, staff intervene quickly. The work of the school's attendance team is impactful. The school has an inclusive ethos. By making reasonable adjustments to the school day for pupils with additional needs, staff remove the barriers that pupils face to their attendance effectively.

Staff have high expectations of pupils' behaviour. This starts in the early years, where routines are quickly established and children learn to share and to support one another. All staff apply high behavioural expectations consistently. As a result, behaviour throughout the school day is calm and respectful. The school prioritises rewards for pupils who demonstrate positive attitudes to learning. Pupils who show resilience and resourcefulness are identified as strong learning role models for their peers. The behaviour policy is sensitively adapted for pupils with special educational needs and/or disabilities. This ensures that the positive behaviour of all pupils is celebrated. Well-trained learning mentors provide effective individual support for pupils who need social or emotional help.

Inclusion

Strong standard ●

The school has effective processes in place to identify pupils who require additional support. This includes pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Leaders make regular and detailed checks on the progress these pupils are making. As a result, the support the school provides is sharply targeted to the needs of individual pupils. Leaders provide highly effective advice and guidance for staff. Working closely with other professionals, they ensure that pupils get the specialist support they need. This quickly removes barriers to pupils' learning, and pupils with SEND access the school's ambitious curriculum alongside their peers.

Staff adapt the curriculum carefully to meet the needs of pupils with SEND. They regularly evaluate the impact of these adaptations. Staff share this detailed evaluation with parents and carers so that pupils' progress is widely understood and celebrated. For pupils in receipt of additional funding, the school's strategy prioritises their academic and wider opportunities. Consequently, disadvantaged pupils participate in extra-curricular activities at very high rates. At Copthorne Primary School, disadvantaged pupils and those with SEND thrive and achieve highly.

Leadership and governance

Strong standard ●

Leaders know their school very well. They are tenacious in the pursuit of excellence and equality for all. School improvement planning is sharply focused. Priorities for improvement are clearly identified and strategies are well communicated. The impact of this is closely monitored by governors and trustees. A range of information sources ensure that those with responsibility for governance know the impact of leaders' actions. They appropriately challenge and support leaders' work.

The needs of disadvantaged pupils and those with special educational needs and/or disabilities are prioritised. Additional funding is targeted to where it will have the greatest benefit for pupils. The strategies the school uses are evidence-informed. They are highly impactful.

Staff are proud of their school. Trust-wide networks give staff the opportunities to share their strong practice and learn through professional communities. Staff in the school contribute to these networks and help to train teachers and leaders of the future. Leaders have created a committed and well-trained team of professionals, which ensures that pupils' social and academic needs are very effectively met.

Leaders manage staff's workload and wellbeing effectively. As a result, staff morale is high. They recognise the positive impact they have on the community.

Personal development and wellbeing

Strong standard ●

The provision for pupils' personal development and wellbeing is a strength of the school. The personal development programme has been carefully considered, and leaders have ensured it meets the needs of the community the school serves. Units of work covering topics such as drugs, alcohol and relationships have been thoughtfully sequenced. This gives pupils the knowledge they need to keep themselves safe and make sensible life choices. Pupils know how to use the internet responsibly, including visiting age-appropriate websites and reporting any concerns to a trusted adult.

An effective relationships and sex education and health education programme gives pupils a strong understanding of healthy relationships. Pupils are aware of the many different types of families that exist in modern Britain. Pupils' understanding of fundamental British values is well developed. Democratic processes, such as the election of school councillors, enable pupils to put these values into practice. Older pupils have a refined understanding of what makes everyone unique. They understand the moral and legal importance of respecting difference and equality.

'Aspirations Week' forms part of a well-planned careers programme. Visits to the school by positive adult role models raise pupils' aspirations and challenge gender stereotypes. Past pupils are invited back to the school to celebrate their professional achievements. As a result, pupils are highly motivated to pursue their future ambitions. Pupils value the opportunities they are given to develop their leadership skills. Members of the 'Talk It Out Team' speak positively about how their role has enabled them to help others.

The school offers a broad range of extra-curricular activities. These have been carefully considered to broaden pupils' sporting and life experiences in areas such as badminton and gardening. Staff closely monitor participation rates to ensure that disadvantaged pupils access these opportunities. Older pupils speak positively about their residential visit.

Expected standard

Curriculum and teaching

Expected standard 

Teachers are well trained. School-wide approaches to teaching are used consistently. For example, teachers model learning clearly and give pupils the practice they need to secure their understanding. Teachers choose resources carefully to support pupils to work independently. Teachers use additional adults purposefully to provide targeted support to individuals or small groups of pupils who have gaps in their knowledge. This helps pupils catch up quickly. For pupils with special educational needs and/or disabilities (SEND), teachers break learning down into small steps when needed. However, for some younger pupils, including pupils with SEND, the writing curriculum moves on too quickly. When this happens, pupils are introduced to complex grammatical features before they have secured the basics of writing.

The school makes regular checks on the quality of its curriculum. Consequently, leaders have the information they need to make appropriate and timely changes. A recent review of the art curriculum has resulted in greater precision and improved sequencing. Leaders invite regular feedback from teachers to ensure that the curriculum meets pupils' needs. Each subject clearly maps out the knowledge and skills that pupils must learn. Teachers skilfully introduce new and ambitious subject vocabulary to pupils.

Early years

Expected standard 

Leaders are committed to providing children in the early years with the care and support they need. This is reflected in the engaging learning environment that staff have created. Staff establish routines and high expectations quickly. Through appropriate adaptations, children with special educational needs and/or disabilities thrive. Strong communication with parents and effective transition arrangements ensure that staff know children as individuals when they move into Reception and Year 1.

The early years curriculum sets out clearly the important knowledge that children need to learn. Children benefit from an exciting learning environment that prioritises their vocabulary, communication and social skills. Pupils' vocabulary is supported well through effective

phonics teaching. In the Nursery, children's learning is encouraged through rhymes and songs.

Most children benefit from high-quality adult interactions that model new language and vocabulary. However, this is inconsistent. Leaders recognise this and have recently introduced a comprehensive training programme to bring greater consistency to this aspect of their work. Writing is prioritised. Children learn to use a correct pencil grip and form letters accurately. Staff provide children with innovative opportunities to write as they play, for example by encouraging children to design their towers before building them in the construction area.

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

Copthorne Primary School is a place where pupils thrive academically and socially. The high expectations that staff have for pupils' behaviour permeate classrooms and corridors. Pupils are polite and hard-working. Classrooms are an oasis of calm, and learning takes place without interruption. Pupils selected as 'challenge advisors' take great pride in modelling the school's values to their friends. Incidents of bullying are incredibly rare because pupils are tolerant and respectful of difference. Relationships between staff and pupils are positive. Pupils feel safe at school and know how much their teachers care about them. They share their worries freely with staff and trust their teachers to resolve concerns quickly.

The school works tenaciously to remove the barriers to learning that pupils face. Pupils with special educational needs and/or disabilities receive the support they need to achieve well. Over time, pupils' academic outcomes have been above those achieved by other pupils nationally. A well-sequenced curriculum ensures that pupils develop a rich tapestry of knowledge across all subject areas. Pupils are proud of the work they produce. They approach their learning positively and recognise the value of hard work. This is reflected in their high rates of attendance.

Pupils play an active role in the life of the school. Positions of responsibility, such as junior traffic wardens and school councillors, allow pupils to be responsible, active citizens. Pupils' time at school is enriched with a wealth of clubs and wider opportunities. This gives them the chance to develop their talents and interests in sports and languages, such as archery and Arabic. Visits to museums, galleries and theatres deepen pupils' cultural understanding. By the time pupils leave Year 6, they are confident, independent young people who are well prepared for life beyond Bradford.

Next steps

- Leaders should ensure that all staff in the early years consistently model the vocabulary and language that they expect children to learn as they play.
 - Leaders should ensure that younger pupils learn the key skills and knowledge they need to write before moving on to more complex concepts.
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About this inspection

This school is part of Exceed Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Duncan Jacques, and overseen by a board of trustees, chaired by Hearl Lenton.

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 headteacher, the deputy headteacher and the wider senior leadership team. They also spoke with the chief executive officer, members of the board of trustees and members of the local advisory board, and with parents and carers, staff and pupils.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Miss Stephanie Ngenda

Lead inspector:

Chris Pearce, His Majesty's Inspector

Team inspectors:

Jo Robinson, Ofsted Inspector

Jane Clayton, Ofsted Inspector

Shameem Hussain, 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 27 January 2026

School and pupil context

Total pupils

522

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

548

Well 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)

29.29%

Close to 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

2.30%

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

18.20%

Above 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)

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	77%	61%	Above
2024/25 (revised)	75%	62%	Above
2023/24 (final)	85%	61%	Above
2022/23 (final)	70%	60%	Above

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	83%	74%	Above
2024/25 (revised)	84%	75%	Above
2023/24 (final)	87%	74%	Above
2022/23 (final)	78%	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	88%	72%	Above
2024/25 (revised)	81%	72%	Above
2023/24 (final)	92%	72%	Above
2022/23 (final)	90%	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	91%	73%	Above
2024/25 (revised)	93%	74%	Above
2023/24 (final)	94%	73%	Above
2022/23 (final)	87%	73%	Above

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	60%	46%	Above
2024/25 (revised)	60%	47%	Above
2023/24 (final)	83%	46%	Above
2022/23 (final)	35%	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	76%	62%	Above
2024/25 (revised)	80%	63%	Above
2023/24 (final)	87%	62%	Above
2022/23 (final)	60%	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	81%	59%	Above
2024/25 (revised)	73%	59%	Above
2023/24 (final)	87%	58%	Above
2022/23 (final)	80%	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	84%	60%	Above
2024/25 (revised)	93%	61%	Above
2023/24 (final)	91%	59%	Above
2022/23 (final)	70%	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	60%	68%	-7 pp
2024/25 (revised)	60%	69%	-9 pp
2023/24 (final)	83%	67%	15 pp
2022/23 (final)	35%	66%	-31 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	76%	80%	-4 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	87%	80%	7 pp
2022/23 (final)	60%	78%	-18 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	81%	78%	3 pp
2024/25 (revised)	73%	78%	-5 pp
2023/24 (final)	87%	78%	9 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	80%	77%	3 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	84%	80%	5 pp
2024/25 (revised)	93%	81%	13 pp
2023/24 (final)	91%	79%	12 pp
2022/23 (final)	70%	79%	-9 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)	4.7%	5.5%	Below
2022/23 (3 term)	5.3%	5.9%	Close to average

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)	9.1%	13.3%	Below
2023/24 (3 term)	9.5%	14.6%	Below
2022/23 (3 term)	13.2%	16.2%	Close to average

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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