

Coppice Primary School

Inspection report

Unique Reference Number	103390
Local Authority	Birmingham
Inspection number	336072
Inspection dates	8–9 December 2010
Reporting inspector	Mark Mumby HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair	Roy Roberts
Headteacher	Richard Green
Date of previous school inspection	21 November 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Thirty two lessons were observed taught by 17 teachers. Meetings were held with representatives from the governing body, the headteacher, deputy headteacher, the teacher responsible for the Early Years Foundation Stage, the coordinator for special educational needs, other teachers and the manager of Little Rainbows pre-school provision. In addition, meetings and informal discussions were held with pupils. Inspectors observed the school's work, and looked at a range of documentation including that relating to self-evaluation and the safeguarding of pupils. Responses to questionnaires from pupils, staff and 128 parents and carers were considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Attainment and progress in writing throughout the school, particularly for boys.
- Attainment in mathematics, particularly in Year 6.
- The use of assessment to improve progress through teaching, marking and target setting.
- The impact of the school's work to improve pupils' cultural understanding.

Information about the school

This is a larger than average primary school. The majority of pupils are of White British background. Fewer pupils than average are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below the national average. The school has gained National Healthy School status.

Since the previous inspection, the school has moved out of its previous split site into a newly constructed building. It shares the new building and site with Langley Special School which is inspected separately. The governing body, along with the governing body for Langley School, manages the on-site nursery provision for three- to four-year-olds, Little Rainbows. There is also before- and after-school care on site which is managed separately and did not form part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Coppice Primary School provides a good education for its pupils, enabling them to attain high standards by the time they leave. Their attendance is high and they are very well prepared for the next step in their education. Pupils are fully involved in the life of the school and make an outstanding contribution to both the school and the wider community. They have an excellent understanding about how to lead a healthy lifestyle and participate fully in the very extensive provision for physical education both during the school day and through extra-curricular activities.

Pupils make good, and sometimes outstanding, progress in lessons as a result of good teaching. Progress is not always as rapid as possible because, on occasions, planning does not take full account of individual pupils' needs. Consequently, learning activities are not always as challenging as they could be. Occasionally, activities are not closely enough matched to what the pupils are intending to learn. Marking has improved considerably since the previous inspection and most pupils now receive helpful guidance about how to improve their writing in their 'special write' books. However, this effective practice is not widely used in pupils' other books.

The school has established excellent partnerships with other schools, including sharing resources and expertise with Langley Special School, as well as working with other local schools to develop good practice.

Since the previous inspection, the staff and governing body have managed a smooth transition into a newly-built school. Despite this upheaval, the school has maintained its focus on improving the opportunities and the outcomes for pupils. The governing body and staff have a thorough understanding of the school's strengths and areas for improvement. Development planning is robust and it is evaluated well. Issues raised at the previous inspection have been addressed successfully and improvements are evident in the better use of assessment to support pupils with their learning. As a result, pupils are making increasingly better progress. Improvements to the curriculum have enriched the opportunities for pupils to develop their understanding of different cultures.

What does the school need to do to improve further?

- Increase the rate of learning and progress so that it is consistently good or better throughout the school by:
 - ensuring that activities in all lessons are carefully planned to match clearly identified learning intentions
 - making more effective use of assessment to ensure that each pupil is fully challenged in every lesson to achieve his or her best

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- ensuring that in all lessons, expectations of what should be achieved are high and are made explicit to the pupils
- ensuring that marking consistently provides pupils with clear guidance about how to improve their work.

Outcomes for individuals and groups of pupils

1

Children enter Reception with knowledge and understanding above that expected for their age. They make good progress throughout the school and attain high standards by the end of Year 6. The progress made by pupils in Years 2, 5 and 6 is particularly good. For example, highly challenging activities in a mathematics lesson for Year 6 pupils enabled some of the most able pupils to demonstrate that they could successfully tackle problems involving ratio above what is expected at primary school. The school's work to raise attainment in writing is proving successful, as both boys and girls write at length and make increasingly better progress in their writing. Pupils with special educational needs and/or disabilities, as well as others who may not be performing as well as they could, are supported well. Consequently, the progress they are making is in line with other pupils in the school.

Pupils say that they feel 'really safe' in school, praising the support they receive from teachers. The trained 'Friends Against Bullying' (FAB) pupils are respected by others and contribute to the calm environment. Pupils mostly have excellent attitudes in lessons, although when tasks are less challenging a few pupils occasionally go off-task causing the teacher to have to intervene. The school council has been influential in many areas, including enhancing opportunities for cultural development through promoting links with a school in Palestine. Pupils participate in a range of enterprise activities, using donated funds managed by the 'Making A Difference' (MAD) panel of pupils. These are good examples of how the pupils make a strong contribution to the community and develop excellent skills for their future well-being.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching ranges from outstanding to satisfactory. It is most effective when lessons have been planned with clear learning intentions, supported by a range of engaging learning activities, which fully challenge all pupils regardless of their ability. In these lessons, teachers have high expectations and use assessment and their good subject knowledge well to move pupils on in their learning at a quick pace. Teaching assistants are used effectively, frequently to work closely with a particular group of pupils, and no time is wasted. Pupils make less progress in the few lessons where insufficient account has been taken of their individual learning needs. Consequently, activities in these lessons are frequently the same for all pupils and expectations of what different groups of pupils could achieve are not high enough or made explicit to them. On occasions, the learning activity has not been planned well enough to meet the intended learning outcome.

The school has planned the curriculum well to meet the needs and interests of the pupils. For example, additional resources have been used to improve provision for mathematics by increasing the number of sets in specific year groups and then by placing pupils in sets according to both their ability and their learning style. This successful strategy, along with an increased focus on problem-solving and practical activities, is evident in the improving progress that pupils are now making in mathematics. Cross-curricular links are being developed and there are increasing opportunities for pupils to develop writing across the curriculum. There is a good level of curriculum enrichment through the many visitors and

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visits, including opportunities for pupils to participate in residential trips in this country and abroad. The large majority of pupils participate in the wide range of extra-curricular activities.

Routines have quickly been established for the new school building and pupils feel safe and secure because of the good level of care they receive. All pupils, including those that are more vulnerable, are monitored carefully ensuring that staff understand both their academic and their emotional needs. Effective support is put in place for those pupils who need it. The attendance officer has robust procedures in place to ensure that the high level of pupils' attendance is maintained. The school has forged good links with both the on-site before- and after-school care and the nursery, ensuring smooth transitions between the settings. Good arrangements are in place through a virtual children's centre to support children entering Reception from other pre-school settings.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers, and the school's governing body are clearly focused on school improvement. They work well with pupils, parents and carers to seek their views about school development. They have a thorough understanding of the school's strengths and have implemented effective strategies to make improvements where they are needed. Initiatives are evaluated effectively and there is good communication between the school's leaders and the governing body. As a result, the governing body is fully informed about the work of the school and it fulfils its duty to hold the school to account for its work well. Recent initiatives to address previous inequalities in achievement, for example between boys and girls, demonstrate the school's commitment to ensuring equality for all pupils.

The school ensures that procedures to safeguard pupils are robust. Measures to keep pupils safe have been planned well and the management of issues concerning child protection is good. The school has carried out an audit of its community and put in place a suitable action plan to promote community cohesion further. This work is contributing to pupils' improving understanding about different cultures and to the harmonious school community.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage is good overall and is outstanding in the nursery. Consequently, children make good progress and reach levels of knowledge and understanding which are higher than is expected for their age by the time they leave Reception. Planning is detailed and provides the children with a good range of stimulating activities both indoors and outside. Even in the snowy weather during the inspection, children were making good use of the outdoor area. However, the lack of sufficient shelter limits opportunities for children to participate in a full range of activities outside in wet weather. Children's tasks meet their individual needs well, particularly in the development of their early reading skills. The children are happy, settled and enjoy their learning in both Nursery and Reception. They relate well to each other and with adults showing good levels of respect and listening carefully when others are speaking.

There is good communication with parents and carers. They are very supportive and attend open days and meetings regularly. There is a good level of communication between the two settings and they work well together. Consequently, transition from Nursery to Reception is smooth and is supported by good opportunities for Nursery children to visit Reception. Assessment in Nursery is outstanding with exemplary use of learning journals. In Reception assessment is good, but the next steps in children's learning lack clarity.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

About a third of parents and carers responded to the inspection questionnaire. This is similar to the response rate for most primary schools. Parents and carers who responded are overwhelmingly supportive of the school's work and many wrote comments to reinforce these positive views. In particular, many praised the leadership of the headteacher. A few parents and carers expressed concern about their children's preparation for the future and about their own suggestions and concerns being taken into account. Inspectors looked into both of these issues and found that pupils are very well prepared for the future through a good grounding in basic skills and excellent opportunities to develop personal skills. There are good systems in place to gather views from parents and carers, and the school takes account of these views in its development planning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coppice Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 128 completed questionnaires by the end of the on-site inspection. In total, there are 413 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	73	30	23	2	2	0	0
The school keeps my child safe	102	80	25	20	0	0	0	0
My school informs me about my child's progress	70	55	52	41	5	4	0	0
My child is making enough progress at this school	74	58	41	32	10	8	0	0
The teaching is good at this school	78	61	43	34	2	2	0	0
The school helps me to support my child's learning	76	59	44	34	3	2	2	2
The school helps my child to have a healthy lifestyle	75	59	48	38	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	46	52	41	3	2	0	0
The school meets my child's particular needs	76	59	40	31	5	4	0	0
The school deals effectively with unacceptable behaviour	62	48	60	47	3	2	0	0
The school takes account of my suggestions and concerns	52	41	60	47	8	6	0	0
The school is led and managed effectively	82	64	41	32	1	1	0	0
Overall, I am happy with my child's experience at this school	87	68	33	26	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 December 2010

Dear Pupils

Inspection of Coppice Primary School, Sutton Coldfield, B75 6TJ

Thank you for making my colleagues and me so welcome when we visited your school. We very much enjoyed talking with you and looking at your work. Your school is a good school and you make good progress in your lessons. You have very good opportunities to exercise through all the different clubs as well as in lessons. This is an example of your excellent approach to leading healthy lifestyles. You also get very involved in the community and many of you do important jobs such as being one of the FAB team or working on the MAD panel. These are good ways to help prepare you for the future.

Most of your lessons are really interesting and you make good progress. In some lessons, you make outstanding progress. We have asked your teachers to try to make all of your lessons as good as the best ones. They need to make sure that all of your work is challenging at just the right level and that you know what you are expected to complete in each lesson. We have also asked them to give you more guidance about how to improve your work when they mark it. You already get some very helpful advice in your 'special write' books.

The governors and teachers have a good understanding about how to make your school even better. They work together with other schools to share some ideas and resources. A good example of this is the good opportunities you have because you share your new school building with Langley Special School.

You can all help to improve your school even more by continuing to work hard and keeping up your excellent attendance.

Yours sincerely

Mark Mumby

Her Majesty's Inspector

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