

# Coppice Primary School

## Inspection report

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<b>Unique Reference Number</b>	102837
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	376771
<b>Inspection dates</b>	7–8 December 2011
<b>Reporting inspector</b>	Jeanie Jovanova

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	465
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miles Silva
<b>Headteacher</b>	Joanne Coton
<b>Date of previous school inspection</b>	29–30 April 2009
<b>School address</b>	Manford Way Chigwell IG7 4AL
<b>Telephone number</b>	020 8708 0740
<b>Fax number</b>	020 8708 0749
<b>Email address</b>	admin.coppice@redbridge.gov.uk

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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by four additional inspectors. They observed 17 lessons taught by 15 teachers. Meetings were held with members of the governing body, pupils and senior leaders and managers. Inspectors observed the school's work, and looked at documentation relating to safeguarding and child protection, the school's self-evaluation, notes of visits made by the School Improvement Partner, the local authority and a paid consultant, and the school's data showing pupils' attainment and progress. The inspection team looked at the 92 questionnaires returned by parents and carers, together with those returned by staff and by pupils in Years 3 to 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively do teachers use assessment procedures to improve pupils' progress?
- How much has the quality of teaching improved, and what impact is this having on pupils' progress, particularly in English?
- How well does the new curriculum meet the needs of all pupils and, in particular, how effective is it in engaging boys more actively in their learning?
- What impact are the tracking of pupils' progress and the marking of pupils' work having on outcomes for pupils, particularly for boys and more-able pupils?

## Information about the school

This is a larger-than-average primary school. The proportion of pupils from minority ethnic heritages is higher than the national average as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is higher than the national average. The proportion of pupils with special educational needs and/or disabilities is broadly in line with the national average.

Since the previous inspection, there have been a substantial number of staff changes. The acting headteacher was appointed to the permanent post in September 2010 and a new senior management team has been established.

**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 is a good school. It has maintained its strengths from the last inspection and improved on its performance in a number of key areas, especially in the outcomes for pupils. Pupils flourish both academically and personally, and the good teaching and curriculum, and outstanding care, guidance and support all contribute to their good behaviour and achievement. The good start the youngest children get in the Nursery and Reception classes provides a firm basis for their learning and development. Pupils feel very safe because safeguarding arrangements are outstanding.

Strong evidence from the school's own data and in lessons shows that outcomes for pupils are now good. Attainment in English is in line with the national average, although higher-ability pupils do not all reach the higher levels of which they are capable. In mathematics, attainment is slightly above average. Pupils with special educational needs and/or disabilities, those known to be eligible for free school meals, and those from different minority ethnic backgrounds who speak English as an additional language attain at least as well as, if not more highly than, their peers nationally. Good partnerships with parents and carers contribute to pupils' strong feelings of safety and security and to their ability to learn.

The quality of teaching is typically good, particularly in the Early Years Foundation Stage and Year 6. There is some inconsistency in other year groups where, occasionally, the level of challenge is not always high enough to ensure that pupils of higher ability make good progress. In the large majority of lessons, there is a clear structure and good pace. Pupils talk very excitedly about activities built around themes in the new, creative curriculum, and are very clear about what they have learnt and how it will help them prepare for the future. Where teaching is good, strong links are made across different areas of learning. In the minority of satisfactory lessons, opportunities are missed to reinforce learning. For example, in a science lesson on soil, more could have been made of the measuring of water to support mathematical understanding.

The headteacher is a strong leader and is supported well by all the senior team. Through accurate self-evaluation, the school has a good understanding of its strengths and areas for development. Rigorous monitoring is undertaken by senior leaders and managers. Middle leaders lead their subjects well but are not involved enough in whole-school self-evaluation to be as effective as senior leaders. The governing body provides a good level of challenge to the school in relation to its

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performance and is particularly strong in ensuring that the effectiveness of safeguarding procedures is excellent. Taking into consideration the quality of self-evaluation, the improvements made since the last inspection and the challenge provided by the governors, the school has good capacity for further improvement.

**What does the school need to do to improve further?**

- Develop the effectiveness of middle leaders by involving them more fully in strategic planning and self-evaluation.
- Improve attainment in English by ensuring all teachers have consistently high expectations of what pupils can achieve and providing greater challenge for all pupils, particularly those of higher ability.
- Ensure that all teachers use the links which have been established across the curriculum effectively so that pupils can apply their literacy and numeracy skills as fully as possible in other subjects.

**Outcomes for individuals and groups of pupils****2**

Children start school with knowledge and skills well below those expected for their age. They make good progress and, by the end of Year 6, they reach average attainment. They acquire sound basic skills and in many, but not all, classes apply these well across a range of subjects. For example, in one lesson in Year 4, pupils took notes while watching a video clip about the Amazon rainforest which they then discussed and turned into a written report. In lessons, practical activities and stimulating reading texts are used to underpin writing tasks and these result in pupils of all ages showing great enthusiasm and producing lengthy, high-quality pieces of work.

The school's rigorous assessment of pupils' attainment and progress and successful actions to address underachievement ensure that gaps between the achievements of different groups are closing fast. Pupils with special educational needs and/or disabilities make good progress because the careful monitoring of their individual education plans, the discussion and support between school and home, the well-trained support staff and the good partnerships with outside agencies mean that their needs are very well met. The school successfully closes the gap for pupils who are known to be eligible for free school meals and they are now making greater progress than similar pupils nationally. Strategies from the 'Narrowing the Gap' project are now being used to sustain this progress. Close identification of, and support for, pupils at the earlier stages of learning English as an additional language mean that they make good progress and acquire English at a good pace. The school is a harmonious community and this ensures that pupils from different ethnic groups work well together. This contributes to the good progress of those groups.

Pupils enjoy coming to school, and attendance has increased so that it is now above

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average as a result of robust procedures for promoting regular attendance. Pupils’ good attendance, improved punctuality, good behaviour and good progress mean they are well prepared for the future. Pupils are proud of the responsibility they are given to contribute to the school community, such as being play leaders at lunchtime. They also enjoy getting involved in initiatives further afield, for example collecting food at harvest time for the elderly or raising awareness of the ‘Save our Oceans’ campaign.

Outstanding safeguarding procedures, together with the outstanding level of care, mean pupils feel really safe and develop a keen understanding of how to keep themselves safe both in and out of school. The school is a cohesive and inclusive community where people show concern for their own and others’ safety. Pupils have a good understanding of how to adopt a healthy lifestyle. The vast majority of parents and carers who returned a questionnaire agree that the school helps pupils to be healthy. A focus on healthy eating and the opportunity to play structured sports and games at lunchtimes and after school ensure pupils have access to activities which keep them fit.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

A systematic whole-school focus has been very effective in rapidly improving the quality of teaching in the last year. Teachers have high expectations of pupils, and pupils are keen to rise to the challenge. Classrooms are well organised and calm, and this contributes well to the good attitudes pupils show towards their learning. In the

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

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majority of lessons, time is used very effectively and resources, including new technologies, engage and motivate pupils. Teachers use assessment and tracking information to plan effective lessons that meet most pupils’ needs. However, in some classes, insufficient thought is given to how to extend learning to provide that extra level of challenge for higher ability pupils. Teachers give good oral feedback. Most teachers mark pupils’ work effectively, giving pupils specific advice about what they need to do to improve. Pupils respond well to this advice. The marking in a few classes, however, does not help pupils to understand how to improve.

The curriculum is enhanced by a range of activities, trips and visitors to the school. Good cross-curricular links provide crucial connections and contexts for pupils with resulting impact on the quality of learning. However, not all staff make the most effective use of these links to help pupils to apply and develop their literacy and numeracy skills. For example, a Year 5 class had visited an equestrian centre and experienced horse riding. However, the attempt to link this with writing an account based on ‘Black Beauty’ did not work because the pace of the lesson was too slow and pupils did not find the subject matter stimulating. Regular daily sessions on linking sounds and letters in the Early Years Foundation Stage and Years 1 and 2 contribute positively to pupils’ progress in, and enjoyment of, reading and writing. Art is a particular strength; the specialist teacher provides high-calibre skills which elicit extremely high standards from the pupils across a range of media.

The outstanding care ensures that all pupils are supported to make the most of their educational opportunities. Pupils’ well-being and development are further enhanced by initiatives that support their families, for example family learning programmes and the availability of information on external sources of help. The number of pupils who are persistently absent has decreased. Pupils and their families are guided well at times of transition both when joining the Nursery or Reception classes and when transferring to secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher and the senior team communicate a strong drive for further improvement. They have identified the school’s strengths and weaknesses and produced a smart improvement plan which is constantly evaluated in the light of current evidence and changing landscapes. Their priorities are in line with inspection findings. The rigorous systems for tracking pupils’ attainment and progress involve all

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teaching staff and are having a positive impact on the rate of progress across the school. Professional development is used well to improve teaching and has ensured that new staff share the vision and understand the routines. However, middle leaders do not contribute sufficiently to strategic planning and are not, therefore, as effective as they could be.

The governing body demonstrates its strong commitment to the pupils in the way it discharges its statutory duties. Safeguarding is outstanding and results in extremely secure child protection arrangements and very effective risk assessments. The governing body has shared its excellent and innovative practice in this area with local schools. It holds the school to account well for the performance of groups and individuals but is, as yet, insufficiently directly involved in school development planning and evaluation.

Partnerships are used to good effect, particularly in supporting pupils with special educational needs and/or disabilities and to improve pedagogy; for example, cross-phase moderation with local schools ensures a deeper understanding of the levels pupils are achieving and the steps they need to take in order to progress in their learning.

The school promotes equal opportunities well. Although girls have outperformed boys on occasions in the past, currently there are few differences in outcomes for groups of pupils noted in pupils’ work. Discrimination is not tolerated in any form. The school makes a good contribution to community cohesion and pupils from culturally diverse backgrounds work and play together harmoniously.

*These are the grades for leadership and management*

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

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## Early Years Foundation Stage

Children make good progress and, by the time they start Year 1, their attainment in most areas, apart from communication, language and literacy, is broadly in line with age-related expectations. They enjoy their learning and get on well with each other. They respond well to consistently high expectations of behaviour and settle quickly into daily routines. Consequently, their behaviour is good. Established induction systems help children to settle quickly and safely, and positive links with parents and carers make a good contribution to children’s personal and emotional well-being. Parents and carers support this process by, for example, encouraging their children to find their names to self-register when they arrive. Children are kept safe and choose enthusiastically to take advantage of the fruit and milk available to them.

A varied and stimulating range of indoor and outdoor activities promotes exploratory learning and encourages the development of language. Opportunities are created for mark-making, for example boys choosing to make notes on the clipboard in the ‘police station’ and all pupils enjoying writing letters of the alphabet on the ground with giant chalk sticks. Boys and girls choose to play equally across the different areas, with boys choosing writing and home corner activities and girls playing with large construction toys. They show good levels of sustained interest, for example, when concentrating on an alphabet game on the computer.

Teachers make regular assessments, using notes and photographs, and these contribute to ongoing planning. Children’s individual ‘Learning Journals’ are used to monitor progress across all areas of learning and are shared with parents and carers.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Twenty per cent of questionnaires were returned, which is just below the national average return rate, and lower than a recent school survey. Most parents and carers are fully supportive of all aspects of the school’s work. The overwhelming majority agree that their children enjoy school, have their needs met and make progress. They also say that teaching is good. Typical of the positive comments are: ‘The school arranges clubs which invite parents to take part – brilliant idea’, ‘The school is extremely well led and managed’, ‘The teaching is not good, it is amazing!’ Parents and carers of children with special educational needs and/or disabilities make comments such as: ‘Her needs have been carefully considered’, ‘Excellent support

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has been given', and 'The new inclusion leader has made a really big impact already'. A very small minority of parents and carers reported concerns over how the school deals with unacceptable behaviour. During the inspection, evidence gathered from speaking with pupils, observing lessons and playtimes, and in discussion with staff, supported the judgement that behaviour is good; pupils know who to go to if they have concerns and feel the school keeps them safe. A few parents and carers also raised the issue of how the school communicates with them. The school acknowledges that it could do more and is looking for new, innovative ways to ensure this happens.

### 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 92 completed questionnaires by the end of the on-site inspection. In total, there are 465 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	58	39	42	0	0	0	0
The school keeps my child safe	54	59	33	36	3	3	0	0
The school informs me about my child’s progress	48	52	39	42	3	3	0	0
My child is making enough progress at this school	42	46	48	52	2	2	0	0
The teaching is good at this school	41	45	49	53	0	0	0	0
The school helps me to support my child’s learning	42	46	46	50	3	3	1	1
The school helps my child to have a healthy lifestyle	35	38	56	61	1	1	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)	25	27	57	62	3	3	0	0
The school meets my child’s particular needs	37	40	54	59	1	1	0	0
The school deals effectively with unacceptable behaviour	33	36	54	59	5	5	0	0
The school takes account of my suggestions and concerns	34	37	48	52	4	4	0	0
The school is led and managed effectively	47	51	41	45	3	3	0	0
Overall, I am happy with my child’s experience at this school	45	49	44	48	3	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



9 December 2011

Dear Pupils

### **Inspection of Coppice Primary School, Chigwell, IG7 4AL**

Thank you for the very warm welcome you gave us when we visited your school. We very much enjoyed our visit and I am writing to tell you what we found out.

Coppice is a good school. We could see that all of you are making good progress in your lessons, and that you behave well and enjoy your learning. Your attainment at the end of Year 6 is at the levels expected, although it is stronger in maths than in English. The school keeps you very safe. You are very excited by the new curriculum. We saw some good lessons where, for example, you were writing after having watched a video clip about the rainforest. Linking writing to your topic work really helps your understanding but not all teachers do this as well as they could. Teaching is good, which is why you make good progress, but teachers do not always include enough of a challenge for all of you. The staff look after you exceptionally well.

We have asked the school to do three things which will make it even better:

- make sure middle leaders are more involved in making plans to improve the school and in checking how well their plans are working
- help you to do even better in English by making sure that all teachers have high expectations of what you can achieve, and by making sure there is work that challenges those of you who sometimes find your work easy
- make sure that all teachers give you opportunities to use your literacy and numeracy skills in as many lessons as possible, for example by practising writing in a science lesson.

You can help by continuing to come to school regularly and punctually and by continuing to work as hard as we saw you working on our visit.

Yours sincerely

Jeanie Jovanova  
Lead inspector

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