

Coppice Primary School

Manford Way, Chigwell, Essex IG7 4AL

Inspection dates

4–5 October 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The strong leadership of the new headteacher ensures that all staff constantly maintain their focus on pupils achieving well. This has been possible because teachers and pupils are expected to 'achieve in every way'.
- The headteacher has the very able support of the senior and middle leaders, who have a very good understanding of the school's vision. Together, they have re-shaped this vision for pupils to 'aspire, achieve' and 'believe' that they can do well.
- The quality of teaching is good. Team planning and attention to the needs of pupils contribute to pupils making good progress. These strengths have been maintained against high staff turnover.
- Senior leaders use a range of effective systems to monitor teaching, learning and assessment. These help them to evaluate the school's work and take action quickly to improve its effectiveness.
- The governors are very well informed. They use several approaches to check and confirm the school's effectiveness. This enables them to challenge and hold leaders to account for pupils' achievement.
- Pupils' personal development, their behaviour and safety are good. Good manners and respect for others underpin pupils' relationships within this diverse school.
- Provision in the early years is good. Well-planned activities and an excellent outdoor environment contribute to children consistently making better progress each year.
- Pupils in key stages 1 and 2 make good progress. Provisional test results show that pupils achieved above-average standards in writing in 2016. However, outcomes were below average in reading and mathematics.
- The most able and most able disadvantaged pupils make good progress. However, they are not challenged to extend themselves consistently or rigorously enough.
- The support and care of pupils is of good quality overall.

Full report

What does the school need to do to improve further?

- Make sure that teachers provide enough challenge for the most able pupils, including the most able disadvantaged pupils, in all subjects across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, very well supported by other leaders and members of the governing body, has high expectations of pupils' work and behaviour. This relatively new team has, within a short time, created a 'can do culture' where teachers and pupils succeed and achieve well. This has been possible because self-evaluation is robust and there is a continual focus on improving the school's effectiveness.
- The new headteacher has established a stable and committed staff who understand the school's ambitions for accelerating pupils' progress. Leaders give staff clear direction, use effective systems for monitoring and have developed a new energy that leads to pupils becoming engrossed in their work. New systems for assessing and tracking pupils' progress are detailed and provide teachers with up-to-date information on pupils' achievement. Teachers now know the starting points of pupils and match resources, including support, to the needs of individuals and groups.
- Leaders analyse information about pupils' progress and achievement astutely. They pay particular attention to the achievement of the most able pupils, including the most able disadvantaged pupils, and White British pupils. As a result, all groups are offered appropriate support so that they have equal opportunities to achieve well.
- The system for monitoring of teaching and learning is effective. Leaders at all levels are relentless in checking the quality of teachers' work and its impact on pupils' learning. Through methodical and detailed evaluation, leaders identify 'what went well and why', and help teachers to sharpen practice. Feedback to teachers and coordinators is intensive and includes, where necessary, intensive support that is expected to lead to rapid improvement. Teaching is now consistently good, and linked to staff appraisal and professional development. Staff are aware that evident weaknesses, after support is given, are not tolerated.
- The school environment contains a striking gallery that celebrates pupils' achievements. A rich and balanced curriculum provides pupils with a wide range of opportunities to develop and practise their literacy skills. As well as subjects in the national curriculum, pupils learn philosophy. The curriculum is brought to life through specialist teachers providing pupils with in-depth knowledge of their subjects. For example, in physical education (PE), pupils are taught anatomy and how to check vital signs (their pulse) to ensure their heart is not beating too fast and their lungs are getting enough oxygen. In music lessons, expert teaching, demonstrations and practice lead to pupils skilfully accompanying the lead musician, and keeping the correct tempo.
- The creative curriculum is excellent. Artistic talents are nurtured and pupils are provided with opportunities to appreciate different art from a range of cultures. Pupils benefit from participation in a wide range of extra-curricular activities, from tag rugby to girls' cricket and including traditional pastimes such as sewing. Pupils enjoy the opportunity to perform annually in the mass choir at the Royal Albert Hall. They are also spotted, and selected, to play competitive sports regionally, including netball, swimming and football.

- Leaders target the use of the pupil premium funding well to support disadvantaged pupils to make good or better progress. This has included, for example, intensive and systematic teaching of phonics, the use of specialist teachers of English and mathematics, and smaller classes. Provision for disadvantaged pupils to take part in social events contributes to their personal development.
- The school's effective use of the sport premium funding has led to an increasing number of pupils taking part in sport, and moving towards adopting healthy and sustainable ways of travelling to school. The school makes good use of external coaches, equipment has improved and pupils have opportunities to take part in swimming.
- The special educational needs funding is carefully allocated to a range of resources such as books and equipment to support pupils' learning. Senior leaders ensure that additional services are bought, if required, by the school. Leaders have started to use the funding to better develop provision in early years, and to improve recent support for pupils in mathematics. It is too early to assess the impact of this work.
- The school's work with The Cube, an alternative provision and support centre, began at the start of the academic year. Leaders make regular checks on the attendance and progress of pupils who attend this provision. It is still too early to judge the difference this support is making to pupils.
- Pupils' spiritual, moral, social and cultural development is a strong feature of the school's work. The school's vision has been carefully connected to British values, which are promoted very well. Pupils show self-respect and respect for others and enjoy opportunities to learn about other cultural values and the importance of tolerance. The school knows the locality well and uses the information well to provide early help for pupils and families. The school does all that it can to prepare pupils for life in modern Britain. It is a warm and inviting place for newly arrived children and families from different backgrounds.
- The school works very well with parents. They sing the praise of the new headteacher, her leadership team and the changes that have been introduced. Parents like the facilities and enrichment activities, and their involvement in their children's learning. However, they are keen to see more done to challenge the most able pupils.

Governance of the school

- The governing body is effective and ensures that statutory requirements are met, including undertaking safeguarding training on all national priorities such as the 'Prevent' duty and child sexual exploitation.
- Governors make a good contribution to the strategic development of the school's work and future plans. They work closely with the headteacher and other senior leaders and take into consideration succession planning and the school's future direction. They are focused on safeguarding, pupils' achievement and the use and impact of pupil premium funding and the special needs provision, including funding, and use of resources.
- Governors know the strengths and areas for improvement within the school well. They make good use of their links to subjects or areas of work, and use records of visits, external reviews and reports and assessment data to check and confirm the school's effectiveness. They utilise evaluative information to challenge leaders' actions and hold them to account. They are aware of the appraisal cycle for teachers and ensure that

teachers receive the assistance they need to perform well.

Safeguarding

- The arrangements for safeguarding are effective. Procedures for keeping children and pupils safe are thorough, as is the quality of recording and checks on all adults working in the school.
- All staff receive appropriate training, so they are up to date with the most recent training and development outlined in the guidance 'Keeping children safe in education', September 2016. Regular refresher courses and briefings have increased staff's vigilance in relation to radicalisation and extremism. This has helped them to note and act on concerns seen or heard, and work with external agencies promptly. Leaders ensure that staff are up to date with training on female genital mutilation, children missing education and child sexual exploitation.

Quality of teaching, learning and assessment

Good

- Despite the high staff turnover, the school has maintained and improved on the good-quality teaching found at the last inspection.
- Classrooms are well-organised and stimulating learning environments, which encourage pupils to learn and make good progress. The system of setting pupils by ability for English and mathematics, mostly in key stage 2, works well in the main, particularly as work is carefully matched to the needs of groups and individuals.
- Relationships are good between teachers and pupils. Pupils communicate well to share and develop ideas. These features support the effectiveness of teaching and learning well.
- The school's use of specialist teachers' dedicated teaching rooms in, for example, science and music, is successful. Teachers use their expertise effectively to provide challenge, and develop pupils' interests and subject knowledge. For example, in PE pupils have a reasonably good understanding of the physical make-up of the body and the impact of injury on different muscles. In science, teachers seek to develop and embed concepts which enable pupils of all abilities to make good progress. In music, strong teaching sharpens pupils' listening and ability to differentiate major and minor chords. This was very well illustrated when Years 3 and 6 pupils used hand chimes to play a range of minor and major chords when accompanying the pianist playing Pachelbel's 'Canon' or a Tudor 'Pavan' dance. Pupils' musical performances lead to them experiencing a sense of awe.
- Well-organised teamwork supports effective planning of lessons and teaching. Teachers share and develop ideas, and ensure that resources are carefully selected and matched to needs. For example, scrutiny of work shows that the most able pupils achieve very well in developing their writing skills in English. However, the most able pupils are not regularly challenged in all subjects, which the school recognises as a main priority.
- Systematic teaching of phonics in the early years and key stage 1 prepares pupils well in developing basic reading skills to read and understand unknown words accurately.
- The teaching of literacy and mathematics is given a high profile. In key stage 2, specialist teachers of English and mathematics teach year groups in small groups that are set by ability. The timetable is well planned and enables pupils to benefit from this

specialist teaching. The school's focus on writing in the last academic year resulted in pupils achieving very well in the key stage 2 national tests. However, the teaching of reading and mathematics was not as sharp and, as a result, outcomes were lower. This is now being corrected. Leaders have placed an increased emphasis on developing reading from the early years. Guided reading is now used more effectively to increase pupils' comprehension skills and their understanding of a writer's use of language. In mathematics, the most able pupils benefit from challenging work. They make rapid progress and deepen their mathematical understanding.

- Good classroom management leads to uninterrupted teaching and learning. Teachers set clear expectations of behaviour and reward pupils appropriately. Lessons begin promptly and pupils are ready to begin learning. Teachers give clear instructions, and enthuse pupils very well by engaging them in physical activities to stretch and challenge them. For instance, in Year 3 computing, pupils enjoyed learning and were impressed by their ability to use an algorithm to solve a problem. Typically, teachers encourage pupils to take part by using a range of questions to probe and check their understanding before moving them on to the next step. Such high-level challenge was seen in mathematics, where Year 5 pupils were being taught to consider cube numbers and equations. Where misconceptions occurred, teachers dealt with them quickly. However, inspection evidence shows that this rigorous approach is not typical in every subject.
- Teaching and learning assistants generally provide good guidance for pupils who have special educational needs and/or disabilities. Nevertheless, they do not all focus sharply enough on improving pupils' learning.
- Teachers use the marking policy well to identify strengths and areas for development in pupils' work. They encourage pupils to respond and show how well they have grasped what they have learned. This is helping pupils to understand and improve the skills they are using.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils demonstrate positive attitudes towards their learning; they take pride in their neatly presented books and listen well to instructions. The award system stimulates them to take an active part in tasks set.
- Throughout the inspection, pupils were very welcoming and polite to visitors, each other and staff. Well-known routines lead to pupils living the school's values regarding tolerance and respect, which contributes to them developing very good social skills. These skills have an impact on pupils' learning and ability to demonstrate good discipline when they work independently, in pairs or groups. Parents were keen to emphasise that pupils are very helpful and polite.
- Pupils seize opportunities to take on leadership roles such as digital monitors, road safety champions, and class or pupil advocates – positions that are carried out with composure when representing their school.
- Pupils understand what they need to do to be confident and successful learners. Good

relationships are linked to the emphasis on learning about diverse cultures and living in modern Britain.

Behaviour

- The behaviour of pupils is good. Virtually all parents who took part in the school's survey and the Parent View online questionnaire agree that children are happy, behave well and are safe at the school. Pupils and the inspection team agree with this view.
- Pupils behave very well in lessons and during social times. The school has instilled in pupils a good moral understanding of right and wrong. Pupils' conduct and behaviour towards each other is rarely less than good.
- Incidents of bullying and other forms of unacceptable behaviour are rare, and when they occur, pupils say that 'adults sort out big incidents such as rough behaviour in the playground, quickly'.
- Pupils know about different forms of bullying and are knowledgeable about online safety, because of the work covered with them in e-safety lessons and assemblies. They know how to report worries to a member of staff if they feel unsafe.
- Punctuality to school and lessons is very good and most pupils attend regularly. Attendance is slightly lower than average for primary schools. The school works very closely with external services to improve attendance and takes quick but tough actions which lead to improvement. However, leaders recognise that the persistent absence of a few pupils is linked to a lack of suitable housing, which is beyond the control of pupils and families.

Outcomes for pupils

Good

- Pupils across key stages 1 and 2 and in the early years make good progress from different starting points. The 2016 outcomes in the national tests show a significant improvement in key stage 1, particularly in writing and mathematics; outcomes were slightly below the national average in reading. This represents a significant improvement over the last four years. Pupils' performance in writing has improved from being below average in 2014 to remaining above average over the last two years. Previously, in all subjects, girls outperformed boys, but in 2016 the difference between them has diminished.
- Based on pupils' starting points, Year 6 made good progress, particularly in writing, in the 2016 national tests. Currently, in key stage 2 pupils are making good progress overall. Whereas outcomes in writing were above average in the 2016 key stage 2 national tests, they were below the standard expected in reading, mathematics, and grammar, punctuation and spelling. Girls performed better than boys in reading and writing. The performance of the most able pupils achieving a high score in each subject was not significantly different from the national averages. In contrast, in the previous year, pupils attained well above average standards in reading, writing and mathematics.
- Attainment in the Year 1 phonics screening check has improved rapidly over the last three years. In 2016, the large majority of pupils achieved the standard expected nationally.

- The majority of children in the early years foundation stage achieved the standard expected in all areas of learning in 2016. The recent performance is the best since 2011. Achievement is good and children make good progress to develop skills that are at least similar to those typically found for their age.
- In the 2016 key stage 2 assessments, all of the most able pupils achieved the expected standards in writing and mathematics, and almost all did so in reading. While the majority exceeded expected standards in mathematics and reading, only a small minority did so in writing. Historic assessment information shows that the most able pupils make good progress in their learning, but teachers do not always consistently challenge them to test out their skills. The school recognises that more could be done to extend the most able pupils and is at the early stage of developing specific programmes of work that will involve pupils working with graduates and undergraduates from local universities.
- Over the last three years, disadvantaged pupils have consistently made good progress in reading, writing and mathematics. They outperformed other pupils nationally in these subjects in 2014 and continued to do so in writing and mathematics in 2015. However, their attainment in reading was slightly below average. Virtually all of the most able disadvantaged pupils made expected progress in 2014 and 2015. A small minority exceeded the progress expected in mathematics, but none did so in reading or writing. Work in literacy, mathematics and other subjects across the curriculum confirms that current progress is good.
- The majority of lower-attaining pupils achieved the expected standards in writing, but only a small minority did so in reading and mathematics in 2016. Historic results confirm an improving trend in their progress. This is because more focused attention is given to meeting the needs of this group through targeted planning and support.
- The high proportion of pupils who have special educational needs and/or disabilities have made good progress over time. Current assessment information confirms that they continue to do so. This is because they receive effective support. The school makes the most of productive links with external agencies that provide additional guidance. Leaders manage the provision of support for these pupils well.
- In the main, pupils from minority ethnic groups, including pupils who speak English as an additional language, consistently make good progress in all areas of their learning. Observations of children and pupils new to the school, and scrutiny of their work, confirm that progress is rapid and linked to their enthusiasm to learn, as well as the very good support systems in place.

Early years provision

Good

- Parents and their children benefit from the wide range of support that the school offers before they enter the school. A very comprehensive transition programme includes home visits and assessments which contribute to children settling in quickly. All parents receive helpful resources and advice and are involved in the assessment of their child. Staff use their findings to identify support and resources needed for each child. Partnership with parents is very good, and they become fully involved in their child's learning. Parents are happy with the organised workshops on literacy and

mathematics, which they say help them to support their child's learning.

- Staff create an environment that supports children's development in all areas of learning. Children are pulled into this warm and welcoming environment and quickly grow in confidence. They lose their shyness quickly when using equipment, as seen when girls decided to tackle what appeared to be a rugged walking course. Very good support, which included firm cajoling, helped them to complete the course with buoyancy and shouts of, 'I can do it! I did not mess up! I want to do it again.' This was indeed a magical moment for the children involved.
- The outdoor provision is of a very high standard. It provides and promotes a wide range of challenging activities, and adults engage well with children. Well-organised learning zones give children opportunities to explore different worlds around them. For example, children roam about in the mud garden, and 'farm and woodland' areas, as they collect beetles and ask the staff questions about their findings. However, literacy is not always embedded in all areas of learning in the early years, and the indoor environment is less developed.
- Children begin to learn early reading, writing and number skills. In particular, the teaching of daily phonics ensures that the needs of children in Reception are met in the early stages of their first term. Published and school assessment information shows an improving picture of children making good progress in all areas of development. The achievement of disadvantaged children is good, overall. Additional work on developing phonics skills with staff, and support from the speech and language therapist help them to make good gains.
- Children play well together, show respect for adults and each other, and care for each other. Children are safe in the setting; they behave very well, follow routines and respond quickly when given instructions. The early years setting gives children a very good start for key stage 1.
- Partnership work with external providers is good, and ensures that children receive the support needed to achieve well. The school has identified that communication and literacy skills are low on entry and therefore work closely with the speech and language service to support all aspects of children's language development. Thus, children make good progress, develop a wider vocabulary and make themselves understood clearly.
- A very experienced assistant headteacher and a strong lead teacher ensure that the early years provision is good and improving. Professional development is well planned and includes coverage of safeguarding training, which ensures that the well-being of children is secure.

School details

Unique reference number	102837
Local authority	Redbridge
Inspection number	10019237

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	465
Appropriate authority	The governing body
Chair	Miles Silva
Headteacher	Clare Pike
Telephone number	0208 708 0740
Website	www.coppice.redbridge.sch.uk/
Email address	head@coppice.redbridge.sch.uk
Date of previous inspection	7–8 December 2011

Information about this school

- The school is much larger than the average primary school.
- The proportion of pupils from minority ethnic groups is high, as is the proportion who speak English as an additional language.
- The proportion of pupils who have special educational needs is high, but the proportion who have a statement of special educational needs or an education, health and care plan is below average.
- The proportion of pupils known to be eligible for additional funding through the pupil premium is well above the national average.
- The school provides full-time provision for 91 children in the early years, and 31 currently attend part time.
- The school runs a breakfast club and after-school clubs.

- The school works with The Cube, a specialist support centre based at Cranbrook Primary School, to provide particular support for pupils with specific behavioural needs.
- The school meets requirements on the publication of specified information on its website.
- The headteacher took over the running of the school in September 2015.
- The school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Year 6.

Information about this inspection

- Inspectors observed a range of learning activities, including 21 part lessons, of which seven were with senior leaders. The inspectors also made a series of brief visits to lessons.
- Meetings were held with the headteacher, senior and middle leaders, the chair of the governing body and three other members, including a representative from the local authority. Discussions were held with two groups of pupils.
- Inspectors took into consideration the 12 responses to the online questionnaire, Parent View, and nine free text responses received during the inspection. They also took account of the school's own survey, which included 120 responses. This survey is similar to Parent View. An inspector met with a few parents on the first day of the inspection. The inspection team met 42 parents when they were dropping off their children at school during the second day of the inspection.
- The inspection team observed the school's work and scrutinised a number of documents, including the school's self-evaluation and improvement plan, records of data on pupils' performance, and records relating to behaviour, attendance and safeguarding. Inspectors also analysed minutes of governors' meetings, monitoring records of the school's work to gauge the school's effectiveness, and pupils' work from the last academic year to the present.

Inspection team

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Rosemarie McCarthy	Ofsted Inspector
Bola Soneye-Thomas	Ofsted Inspector
Sheila Cohring	Ofsted Inspector
Gill Bal	Ofsted Inspector

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