

Coppice Primary School

Trinity Road, Four Oaks, Sutton Coldfield, West Midlands B75 6TJ

Inspection dates

3–4 April 2019

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

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have established a vibrant school community where pupils achieve well. They develop into responsible, considerate individuals with a thirst for learning.
- Leaders continually evaluate how well the school is doing. Where things need improving, they take prompt action. This leads to positive change that is beneficial to the pupils' personal and academic development.
- Governors make a strong contribution to the ongoing improvement of the school. They support and challenge leaders appropriately.
- The quality of teaching is good. Teachers plan and deliver thought-provoking learning opportunities that are usually carefully matched to pupils' needs.
- Pupils typically make good progress over time. However, the progress of pupils with special educational needs and/or disabilities (SEND) is more chequered because sometimes teachers do not tailor tasks carefully enough to ensure the most effective learning.
- Most pupils attain at least age-related standards in reading, writing and mathematics by the end of key stage 2. They are well prepared for the next stage of their education by the time they leave primary school.
- Pupils' behaviour is exemplary. They live up to teachers' high expectations. Pupils' excellent levels of attendance are a strong indication of how much they enjoy coming to school.
- Leaders' work to promote pupils' personal development is second to none. As a result, pupils are confident, resilient and proud of their personal achievements.
- While safeguarding arrangements are effective and pupils are safe, management oversight has not been as thorough as it should have been. This has meant that leaders have not, in isolated cases, responded with sufficient urgency to concerns raised.
- Pupils' benefit from a rich, broad and balanced curriculum. However, in a few topic subjects, including history and geography, not all pupils are challenged to extend their learning fully.
- Children get off to a flying start in the Reception classes, as a result of outstanding provision. Children make really strong progress because of exceptional teaching.
- Parents and carers hold the school in high regard. They appreciate the work of teachers and the extra-curricular activities, that their children benefit from.

Full report

What does the school need to do to improve further?

- Leaders and governors should further strengthen safeguarding arrangements by:
 - checking more routinely on the quality of record-keeping to ensure that it is always sufficiently detailed
 - ensuring that there is sufficient scrutiny in relation to designated safeguarding leaders' decision-making, to be secure that leaders are consistent in acting in a timely way when required.
- Leaders should improve the effectiveness of provision for pupils with SEND by ensuring that teachers set work that is more precisely matched to individual pupils' needs so they make consistently strong progress from their starting points.
- Further improve the quality of teaching and learning by ensuring that teachers:
 - plan more effectively to allow for pupils' good progression in skills, knowledge and understanding in humanities (history, geography, religious education)
 - provide pupils, especially the most able pupils, with challenging tasks when studying the humanities that build knowledge and understanding securely over time.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- In the recent past, leaders had not managed a few aspects of safeguarding with sufficient rigour. For example, some concerns had not been dealt with quickly enough and the school's record-keeping had not been consistently thorough. Leaders have taken swift action to rectify both of these issues. Despite these weaknesses in leadership, pupils have been, and are, safe.
- The headteacher, ably supported by a team of senior leaders, demonstrates strong leadership and a clear sense of purpose. This is focused on providing pupils with the best possible opportunities to develop them academically, socially and emotionally.
- Enhancing pupils' experiences, so they love learning and achieve well is central to the work of leaders. Their consistently high expectations of pupils' behaviour and the quality of teaching are usually communicated well and fully embraced by staff. This supports the school's aspirational culture and a genuine belief that everyone can succeed.
- However, the leadership of provision for pupils with SEND is not leading to good enough outcomes. Leaders do not check the quality of learning experiences for these pupils with enough thoroughness. In addition, guidance to staff on how to improve the quality of their interactions and teaching of pupils with SEND is too limited.
- Leaders regularly review what is working well in school and what needs attention. They identify the right priorities and implement targeted plans for improvement. Leaders and governors carefully evaluate these plans, and ensure that what they set out to do is achieved as quickly and effectively as possible.
- The leadership of English and mathematics is particularly strong. An example of positive impact is evident in leaders' successful efforts to improve boys' attitudes to writing. Leaders took action to identify and use resources that appealed to boys' interests as a stimulus for writing.
- Staff benefit from working alongside others in the Learning Trust for Excellence, a group of seven schools who work collaboratively for the benefit of all pupils. Teachers share best practice and learn from one another. Also, leaders engage in 'peer reviews' drawing on the expertise of other leaders. This leads to improvements in different aspects of the school's provision.
- Staff morale is high. Leaders are mindful of the staff's well-being, and they actively encourage a sensible work-life balance. Staff feel valued and there is a good team spirit across the school. Staff are excellent role models to pupils in this respect.
- The curriculum is rich and diverse. Engaging topics develop pupils' wider skills and knowledge, and these are supplemented by a variety of quality visits and visitors. Pupils say that going on trips helps them to make better sense of their learning when they are back in school. A few subjects, such as history and geography, do not consistently provide pupils across all year groups with the opportunity to be really challenged in their thinking and work at greater depth.
- Systems of assessment to check on pupils' progress are secure because of effective

leadership. Leaders use assessment information appropriately to target support for those who may be at risk of underachieving.

- Leaders use additional funding for disadvantaged pupils to increase participation rates in extra-curricular clubs, provide focused teaching and additional pastoral support. These strategies generally support pupils well and help them make more rapid gains in their learning. Sports funding is used effectively to improve the quality of physical education and encourage pupils to be more active, helping pupils to lead a healthy lifestyle.
- Parents express very high levels of satisfaction with the school. They receive helpful, regular information that keeps them informed about what is going on in school. Parents say that their children enjoy school, are happy and safe. They appreciate the diverse range of extra-curricular activities that are offered to their children. Parents say that they find school leaders very approachable.

Governance of the school

- Governance is a strength of the school. Governors play an active, strategic role in school life and know where the school is achieving well and what more it needs to do to improve. Governors' knowledge of the school is strong, because they gather first-hand evidence of leaders' work. They receive informative reports from leaders that demonstrate the school's successful outcomes for pupils.
- Collectively, governors possess a strong set of skills that they use effectively to carry out their strategic functions fully. They undertake skills audits and aim to recruit governors with specific skills, to ensure that they have the right governors with the right expertise. This allows them to ask pertinent questions of leaders and explore reasons for leaders' decisions.
- Governors are very much involved in co-constructing the school development plan with leaders. They maintain a clear oversight of the school's main priorities and the actions leaders take to address any areas for development. In addition, governors hold leaders to account effectively for the school's finances and the spending of additional funding, including the sport premium. They carry out their statutory duties in relation to safeguarding diligently.

Safeguarding

- The arrangements for safeguarding are effective. Pupils are kept safe in school. Staff are vigilant and report any worries they have about a pupil's welfare or safety to one of the three designated safeguarding leaders without delay. However, in the past, there have been a few instances when leaders have not acted quickly enough when following up concerns. In addition, sometimes record-keeping has been too general and not sufficiently detailed in noting the actions leaders have taken. Leaders have taken prompt action to address these issues.
- Leaders ensure that all staff are knowledgeable about safeguarding matters. Leaders organise sessions for those staff who are unable to attend termly training to ensure that everyone hears the same messages about safeguarding. Staff understand what they need to do if they are concerned about a child.

- Teachers are ever-mindful about keeping pupils safe. For example, they ensure that rigorous risk assessments are conducted prior to school trips and activities. Leaders monitor internet usage carefully and ensure that pupils are well equipped with the skills to keep them safe when online. Pupils feel safe and have trust in the adults at school who look after them. Through the curriculum, teachers equip pupils extremely well with the skills and knowledge to keep themselves safe and ensure preparedness for their growing independence.
- Leaders' safer recruitment of staff and volunteers is thorough. Leaders carry out all relevant checks to ensure that staff appointed to work with children are safe to do so. Governors routinely check the effectiveness of the school's work to keep pupils safe.

Quality of teaching, learning and assessment

Good

- Teaching is lively and engaging. It captures pupils' attention and encourages them to reflect on their learning and share their views. Teachers create a safe environment where pupils are willing to 'have a go' and are not afraid to make errors and learn from them. Consequently, pupils work diligently, try their best and make good progress.
- Teachers' efforts to improve the teaching of writing have been fruitful. Pupils' literacy skills, including their use of grammar and punctuation, are well developed across the curriculum. Pupils write coherently and confidently for different audiences and a range of purposes. They write at length and demonstrate high levels of writing stamina.
- Almost all teachers have high expectations of what pupils should achieve. Pupils live up to these expectations and work hard to reach good outcomes. Teaching is characterised by probing questions that encourage pupils to explain their thinking. Teachers usually address any misconceptions as they arise, so pupils' flow of learning does not stall.
- Teachers show energy and enthusiasm for teaching. Their attitudes are infectious, and this inspires pupils to learn. Lessons are carefully structured and build on prior learning, enabling pupils to grasp new concepts successfully. Effective use of resources also supports good learning. A notable example is the teaching of reading, where Year 4 pupils, using a carefully selected fiction book, explored themes and discussed concepts of betrayal and isolation particularly well.
- Occasionally, a few pupils, particularly those with SEND, are unclear about what they are learning because the task is too difficult, or they are unable to read easily the instructions for a task. This limits their progress because the teacher has not taken sufficient account of their specific needs when planning learning.
- Teachers demonstrate strong subject knowledge in English and mathematics and use this effectively to plan effective sequences of learning. However, this is not always the case in some humanities subjects. Consequently, teachers sometimes plan low-level tasks in history, geography and religious education that do not require pupils to think in depth. This hampers progress.
- Teaching in mathematics is particularly strong. In lessons, teachers, through their highly effective questioning, tease out pupils' understanding by posing searching questions and asking pupils to explain their reasoning. Confidently, and using appropriate mathematical language, pupils were able to describe accurately how they

had arrived at an answer.

- The teaching of phonics and early reading is highly effective. Pupils quickly grasp the essentials of reading and are able to make sense of age-appropriate texts. As pupils progress through the school, they build their repertoire of reading comprehension skills and cope with increasingly demanding texts.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The personal, social and health education (PSHE) programme is exceptionally well-thought-out and tailored closely to the needs of pupils, taking into consideration local and national issues. Teaching of PSHE ensures that pupils develop the skills they need to cope in a range of challenging situations.
- The school provides a wide variety of extra-curricular clubs that promote pupils' emotional and social development, alongside learning new skills. These include annual residential visits and a ski trip. Year 4 pupils relish the 'night at the museum', overnight experience that provides an exciting stimulus for writing and, in addition, develops pupils' social skills well.
- Leaders pay attention to pupils' health and well-being right from the start of the day. Pupils who attend breakfast club begin the morning with some physical exercise as part of gym club. Lunchtime is a time when pupils are active and participate in a range of organised games.
- Teachers skilfully develop pupils' spiritual, moral, social and cultural (SMSC) development across the curriculum. For example, pupils learn to appreciate different types of music. Also, as part of their topic work linked to the theme of courage, pupils learn about people who have 'challenged the rules'. As a result of effective SMSC provision, pupils develop into thoughtful, considerate individuals.
- Pupils have a good understanding about major world religions. For example, they understand why Hindus go on pilgrimages and can describe the Jewish holiday of Sukkot and its importance. Pupils show a real interest in, and respect for, the beliefs of others and also recognise that some people do not follow a religion. They are well prepared to make an active, positive contribution to life in modern, diverse Britain.
- Pupils hold different responsibilities in school that they take very seriously. The head boy and girl, supported by deputies, show parents around the school and organise special events. School council members are involved in school decisions about which charities to support. They have an active voice that is respected by leaders.
- Incidents of bullying are rare. The school's 'friends against bullying' (FAB) team – a specially trained team of Year 6 pupils – help to resolve issues if pupils fall out. The pupils, identified by their different-coloured, polo shirts, are a visible presence in the school playground and a reminder that bullying is not tolerated at Coppice Primary.

Behaviour

- The behaviour of pupils is outstanding. Pupils are respectful and supportive of each other's learning. They respond consistently well to adults and follow school rules. The calm, orderly atmosphere around school, along with classrooms filled with hard-working pupils, are characteristic of life at Coppice Primary.
- Staff apply the school's behaviour management policy consistently and fairly. Teachers' emphasis on recognising and celebrating positive behaviour motivates pupils to behave well and achieve. Incidents of negative behaviour are few and far between and, when they do happen, are sorted out quickly by teachers.
- Well-established, morning routines, including the social gathering of pupils, creates an atmosphere of positive behaviour where pupils promptly enter classrooms ready to start the day.
- Attendance is high when compared to the national average. No groups of pupils are disadvantaged by poor attendance. On the rare occasion when a pupil's attendance becomes a concern, leaders engage quickly with families to offer support and get attendance back on track.
- Pupils are excellent ambassadors for their school. They show an exceptionally strong work ethic and demonstrate high levels of independence in their learning. Pupils show pride in their work and are determined to achieve well.

Outcomes for pupils

Good

- Leaders ensure that almost all pupils, including disadvantaged pupils, make good progress during their time in school. By the end of key stage 2, most pupils attain standards in reading, writing and mathematics that are at least typical for their age. A greater proportion of pupils than average attain the higher standards in these subjects. This means that pupils are very well prepared to take on the demands of secondary school by the time they leave Year 6.
- In 2017 and 2018, a noticeably larger proportion of girls than boys reached the higher standards in reading and writing by the end of key stage 2. However, current boys' achievement in reading and writing is improving. Carefully chosen resources for boys, challenging tasks and effective guidance from teachers help to ensure that boys, particularly the most able pupils, are now making stronger progress in reading and writing.
- Pupils are excited about reading and enjoy reading for pleasure. They read a wide range of books and are knowledgeable about an extensive range of authors. Key stage 1 pupils make strong progress in phonics because of well-planned, systematic teaching and good opportunities to apply their skills. In 2018, all pupils attained the expected standard in the Year 1 phonics screening check.
- Pupils demonstrate excellent speaking and listening skills across the curriculum, as a result of the high-quality opportunities teachers provide. For example, in a key stage 2 dance lesson, pupils discussed confidently how they could enhance their sequence, alongside practising and refining their performance.
- Pupils achieve well in other curriculum subjects, including physical education (PE) and art. Pupils describe their school as 'sporty' and they are rightly proud of their achievements in PE, extra-curricular activities and competitive sports. However, the

high standards of work pupils attain in reading, writing and mathematics are not always reflected in pupils' topic books. Pupils, especially the most able pupils, do not consistently demonstrate a greater depth of understanding because tasks set do not demand enough of pupils.

- The progress of pupils with SEND from their different starting points is more of a mixed picture compared to other pupils, and is not consistently good. This is because work is not always well matched to their needs.

Early years provision

Outstanding

- Outstanding teaching and high expectations in the Reception classes ensure that children experience success, develop new knowledge and skills quickly and grow in independence. Nurturing relationships between adults and children create a supportive climate for learning. This encourages children to explore their surroundings, be inquisitive and maximise their time for learning.
- The early years is very well led and managed. Leaders constantly reflect on and refine practice, to ensure that teaching is of a consistently high quality and children are offered the very best learning experiences. Staff have an astute understanding about how young children develop and learn. They apply this knowledge to ensure that the curriculum is exceptionally well planned to meet children's needs through a wealth of stimulating activities.
- Children, including the most able children, make excellent progress during the Reception year. The proportion who reach a good level of development at the end of Reception has consistently been above the national average figure for the last three years, as well as improving year on year. Children are exceptionally well prepared for their transition into Year 1.
- Adults skilfully identify children's interests through observations and parental feedback. They use this information to design appropriate, learning tasks to fully engage children. This is successful. Planned activities are versatile and allow children the chance to adapt resources to suit their needs. For example, children use powder paint to explore colour mixing in the rain. Adults are on hand and observant, ensuring that opportunities are turned into moments of learning.
- The teaching of early reading and writing skills is a real strength. This leads to some impressive outcomes, especially for some of the most able children, who write creatively in complete sentences and with confidence. Children apply their phonics knowledge well in independent writing tasks to spell words correctly.
- Staff create bright, attractive classrooms that celebrate children's work and achievements. Children show a great enthusiasm for learning and help each other to solve problems. Children behave very well, take turns and respond quickly to requests from adults. Moments of fun, serious concentration on a task, and children playing and cooperating are often all happening simultaneously.
- When teachers read aloud, children are alert and interested. They listen attentively and enjoy responding to the content of the book. For example, in one session, children giggled when they picked up on the humour in a poem. Staff place great importance on reading, and this is reflected in the children's positive attitudes to reading.

- Children make excellent use of the well-resourced outdoor area to develop and extend their skills effectively. For example, they improved their ability to balance and used space sensibly when riding bikes. Other children excitedly created bird feeders by carefully threading cereal hoops onto string. During activities, staff give children time to think, ask questions and speculate. Teachers intervene at exactly the right time to capture the moment of discovery and move learning forwards quickly.
- Reception staff are welcoming and involve parents in their children's learning. Communication between home and school is effective. It helps children to settle in quickly and ensures that parents receive valuable information about how their children are getting on in school.
- Safeguarding arrangements are effective and all statutory welfare requirements are met. Staff ensure that children are taught about how to keep safe. For example, they are familiar with the NSPCC 'underwear rule' and know how to keep themselves safe from abuse.

School details

Unique reference number	103390
Local authority	Birmingham
Inspection number	10101257

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	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair	Tony Goddard
Headteacher	Richard Green
Telephone number	0121 464 7022
Website	www.coppice.bham.sch.uk
Email address	enquiry@coppice.bham.sch.uk
Date of previous inspection	19–20 May 2015

Information about this school

- Coppice Primary School is larger than the average-sized primary school. The school shares its building with Langley Special School. Langley is managed by a different headteacher and inspected as a separate school.
- The school is part of the Learning Trust for Education, formed in 2013. This comprises seven local primary schools, whose leaders work collaboratively to enhance pupils' learning and provide staff development across the schools in the trust.
- The proportion of pupils supported with an education, health and care plan and those who receive SEN support is below the national average. A much smaller than average proportion of pupils are known to be eligible for the pupil premium.
- Most pupils are White British. The remainder of pupils are from a wide range of minority ethnic backgrounds. The school does not have a religious ethos.

Information about this inspection

- This inspection was initially conducted under section 8(2) of the Education Act 2005 using Her Majesty’s Chief Inspector’s ancillary powers to inspect schools that are not in a category of concern but that have been brought to Ofsted’s attention. In this instance, concerns had been raised about safeguarding and leadership and management. Under section 9 of the Act, the lead inspector took the decision to deem the inspection a section 5 inspection.
- The inspection team observed lessons in all year groups and across a variety of subjects, including English and mathematics. A small number of observations were carried out with senior leaders. Inspectors scrutinised an extensive amount of pupils’ work in a wide range of subjects. Inspectors also listened to pupils read and talked to them about their reading habits.
- Inspectors talked to pupils during lessons and at breaktimes to gather their views about school, their safety and learning. Inspectors also met with groups of pupils to talk about their experience of school.
- Inspectors met with senior leaders and phase leaders to discuss safeguarding, the school’s actions for improvement and the curriculum. They also talked to other staff to gather their views on leadership and safeguarding.
- Inspectors met with five members of the governing body, including the vice-chair.
- There were insufficient responses from parents to Ofsted’s online questionnaire (Parent View) to draw any useful conclusions. Inspectors gathered parents’ views at the start of the school day and considered one letter from a parent handed to the inspection team.
- The inspection team took into account a wide range of information, including safeguarding documentation, school policies, development plans, the school’s website, pupils’ assessment information and leaders’ monitoring of teaching and learning.

Inspection team

Tim Hill, lead inspector	Her Majesty’s Inspector
Jo Evans	Her Majesty’s Inspector
Julie Griffiths	Ofsted Inspector
Susan Hickerton	Ofsted Inspector
Sandy Hayes	Her Majesty’s Inspector

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