

# Inspection of Coppice Primary School

Roper Avenue, Marlpool, Heanor, Derbyshire DE75 7BZ

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Inspection dates: 13 and 14 March 2023

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are happy and safe at Coppice Primary School. A typical comment from pupils is that the school is 'amazing'. Pupils are respectful and polite to each other and to staff. Many parents and carers appreciate how the school goes 'above and beyond' to support their children.

There are high expectations of pupils' behaviour. Pupils meet these expectations in a caring and supportive environment. Their behaviour in lessons and at break and lunchtimes is exemplary. Pupils have extremely positive attitudes to learning. They are enthusiastic to take part in lesson activities. Children in the early years learn and play well together.

Pupils say that bullying rarely happens. If it does, they know staff will deal with any issues. Many pupils enjoy taking on extra responsibilities. Older pupils can be 'playground pals'. They lead games at lunchtime and encourage other pupils to take part. Some pupils are 'buddies'. They help pupils who may be lonely and make sure that everyone is 'ok'. Reading champions enjoy reading stories to younger pupils at lunchtime.

Many pupils enjoy attending clubs such as cooking club, football and architect club. Pupils enjoy going on educational visits which enhance their learning.

## **What does the school do well and what does it need to do better?**

Leaders have worked hard to develop an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Curriculum plans are well sequenced and detail the knowledge and skills leaders want pupils to know. For some subjects, plans do not clearly define the key knowledge leaders want pupils to remember. Leaders are aware that some areas of the curriculum are still in development.

Teachers have good subject knowledge. They present new information well. Teachers use questioning to check and deepen understanding. They identify and address misconceptions. At the start of lessons, teachers recap previous learning. For some subjects, this is not always well matched to the key knowledge that pupils should remember. This means some pupils do not always remember long term what they have learned.

Leaders have ensured that there is a well-structured approach to teaching grammar, punctuation and spelling. Teachers deliver these lessons effectively. As a result, pupils achieve well. Teachers use assessment in most subjects to identify gaps in learning. For example, in mathematics, assessments help teachers plan the next steps for pupils. This means most pupils achieve well in mathematics.

Leaders have prioritised reading. They are ambitious and committed for every pupil to be a confident and fluent reader. Children in Reception start learning phonics straight away. All teaching staff have been trained in delivering the phonics programme. Teachers deliver the daily phonics lesson well. They ensure that all pupils take part. The books that pupils read match the sounds they know. Pupils who need extra support receive daily interventions and read to an adult every day. Leaders ensure that parents are well supported so that they can help their child read at home. Most pupils become fluent readers.

Leaders identify the needs of pupils with SEND well. Teachers make adaptations in lessons to support them. Some pupils receive extra support outside of lessons when needed. They access the same curriculum and achieve well. Pupils with more complex needs are well cared for and supported. They have positive attitudes to learning. Staff provide bespoke interventions to meet their needs. This means they achieve well from their starting points.

Children in early years follow a well-planned and ambitious curriculum. They engage well in activities that develop their number and writing skills. They enjoy singing and reciting nursery rhymes they have learned. Children show perseverance when developing new skills. This prepares them well for the next stage in their education.

Leaders have developed the Coppice 'CARE' (confident, committed, considerate; accepting, aspirational, achieving; respectful, responsible, resilient; excellent, empathetic, enthusiastic) values. These set out the learning behaviours staff want pupils to show. Leaders explain these well through assemblies. Pupils understand why these values are important. This means they have positive attitudes to their education. Pupils willingly help and support others in lessons and at unstructured times.

There is a well-planned curriculum in place for pupils' personal development. They learn about healthy lifestyles and healthy eating. Pupils learn about different religions and cultures. They know to treat others who are different to themselves with respect. Leaders ensure that pupils get opportunities to develop their interests. For example, many pupils enjoy learning to play the ukulele and drums.

The school is well led and managed. Leaders consider the workload and well-being of staff. Governors know the school well. They provide effective support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained. They know the potential risks pupils may face. Staff know how to report any concerns they have. Leaders keep detailed safeguarding records. They are quick to act to ensure that pupils get the help they need. Leaders know pupils' families well. They provide effective support for pupils and families when needed.

Pupils feel safe. They know who to speak to if they have any issues. Pupils learn about appropriate behaviour. They know how to keep themselves safe, including online. The single central record is well managed.

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

### **(Information for the school and appropriate authority)**

- In some subjects, the knowledge that leaders want pupils to remember is not always clearly defined. This means that teachers do not always plan activities that are well matched to what pupils have previously learned. Some pupils cannot recall what they have learned before. Leaders should ensure that the key knowledge they want pupils to remember is precisely identified. This will help teachers plan activities that help pupils to know and remember more.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112563
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10254840
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Joanne Austin
<b>Headteacher</b>	Alison Seaton
<b>Website</b>	<a href="http://www.coppice.derbyshire.sch.uk">www.coppice.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	11 January 2018, under section 8 of the Education Act 2005.

## Information about this school

- The school does not make use of any alternative provision.
- The school provides childcare at a breakfast club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, physical education and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.

- Inspectors reviewed a range of documentation relating to safeguarding, self-evaluation, behaviour, attendance and governance.
- Inspectors considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys. An inspector spoke to parents at the school gate.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- The lead inspector met with governors and spoke to a representative of the local authority.
- An inspector visited the breakfast club run by the school.

### **Inspection team**

Paul Halcro, lead inspector

His Majesty's Inspector

Karen Slack

Ofsted Inspector

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