



Coppice Primary School

Inspection Report

Unique Reference Number 112563
Local Authority DERBYSHIRE
Inspection number 289329
Inspection date 16 November 2006
Reporting inspector Patricia Cox

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

Type of school	Primary	School address	Roper Avenue
School category	Community		Marlpool, Heanor
Age range of pupils	3-11		Derbyshire DE75 7BZ
Gender of pupils	Mixed	Telephone number	01773 712840
Number on roll (school)	234	Fax number	01773 712840
Appropriate authority	The governing body	Chair	Mr K Armstrong
		Headteacher	Mrs A Riley
Date of previous school inspection	14 October 2002		

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Introduction

The inspection was carried out by an Additional Inspector over one day.

Description of the school

This average size school, which has increased in size since the previous inspection, has an above average proportion of pupils entitled to free school meals. Almost all pupils are of White British ethnic origin and few have a first language that is not English. An average proportion of pupils have been identified with learning difficulties or have a statement of special educational needs. More pupils than average leave or join during their school career. Children's attainment on entry to the nursery is below national expectations, particularly in communication, language and literacy and personal, social and emotional development, and especially that of the boys.

The school has awards for Basic Skills, National Healthy School, Anti-Bullying and as a Health Promoting School.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This school provides its pupils with a good standard of education and prepares them well for the next stage of education and for life. It gives good value for money and is well-placed for further improvement. The school works extremely closely with parents and other agencies to promote the pupils' learning. This is because the headteacher, who has been in the forefront of the school's sustained improvements over the past six years, provides very good leadership and management. She is supported very well by the assistant headteacher and all in the school work well as a team, focused on the same key priorities. Because the school's self-evaluation is accurate, these priorities are very appropriate. Action taken is focused and effective, and the systems for checking the progress of initiatives are good. Because the school works hard to improve the pupils' personal development, and has good systems to promote their spiritual, moral, social and cultural development, almost all grow into mature, sensible and responsible individuals by the time they are in Year 6. Behaviour in classes and around the school is generally good and that of the older pupils is sometimes exemplary. The school has worked hard to develop their good understanding of a healthy lifestyle and has involved pupils well, particularly through the school council, in influencing them to make these choices for themselves. Pupils take full advantage of the good curriculum the school offers, including a very wide range of activities outside the school day.

The senior management supports teachers well in developing their professional skills, so that they can improve their expertise, and consequently teaching and learning are good. Teachers are lively and enthusiastic, transmitting this keenness to their pupils. They use their day-to-day assessments of pupils' work in the core subjects of English, mathematics and science to match the tasks to their attainment. There are good methods for promoting the progress of the most able, particularly in mathematics and science, and these are developing in English, but not yet fully in other subjects. Pupils achieve well throughout the school. From their below expected standards when they first enter the nursery, they are much closer to meeting national expectations by the end of their time in Reception. In 2006 standards at the end of Year 2 were above average in reading and mathematics and pupils had made very good progress. Standards were below average in writing and progress was satisfactory. Standards at the end of Year 6 have been rising, particularly in mathematics and science. They have sometimes been above average in recent years and in 2005 were exceptionally high. Pupils usually make at least good progress during Key Stage 2 but progress is only satisfactory in English, and particularly in writing.

The school takes exceptionally good care of its pupils' physical and emotional needs, and they appreciate the safe atmosphere and good personal guidance provided. Academic guidance is satisfactory. Based on their good assessments of their pupils' attainment and progress in English and mathematics, teachers set challenging targets for them and the marking of their work sometimes comments on their progress towards these. It also often shows pupils what they need to do to improve. However, these good systems are not as advanced or precise for other subjects.

What the school should do to improve further

- Raise standards in all aspects of English and particularly writing, throughout the school, so that pupils' achievement more closely matches that in mathematics.
- Build on the school's assessment systems for English, mathematics and science, into other subjects and improve the consistency of teachers' marking in all subjects.
- Further develop the school's strategies for promoting the progress of the most able, through all subjects.

Achievement and standards

Grade: 2

Pupils make good progress through the school, and particularly the boys, whose attainment on entry is usually lower than the girls'. By the end of Year 2, test results and teachers' assessments had been similar to the national average since 2001, and improved in 2006, although writing lagged behind other subjects. This pattern continues into Key Stage 2, where pupils have made good, and in 2005 outstanding, progress by the end of Year 6. Progress has recently been particularly good in mathematics and science. Standards overall have risen sharply since 2001, when they were exceptionally low. The results in 2006 were again above average in mathematics and science, where progress was good, but were below in English, especially in writing. Pupils with learning difficulties and disabilities make good progress in maths and science and satisfactory progress in English. The school sets challenging targets for pupils' attainment and they usually achieve well. The recent initiatives to raise standards in writing are having a positive impact through the school and it is evident that pupils' progress is accelerating. There are some examples of above average standards in other subjects, for example in the art and design work around the school.

Personal development and well-being

Grade: 2

Pupils' personal development is good, because provision for their social and moral development is outstanding. Therefore, from their time in the nursery, the children gain in confidence and independence, and develop good relationships with each other and adults. Nevertheless, a few boys in Year 2 have difficulty in sharing and taking turns. The school's strategies for encouraging good behaviour are implemented consistently and consequently the behaviour of the older pupils is often very good. Because they have many opportunities, pupils take their responsibilities seriously and are sensible in taking the initiative. They say that there is little bullying and when it occurs it is dealt with rapidly by the staff. Pupils respond well to the initiatives to make playtime more purposeful and enjoyable.

Provision for pupils' spiritual and cultural development is good, so that pupils develop a thorough appreciation of their own and other cultures. Most thoroughly enjoy their time in school, although some of the older boys are less enthusiastic about reading and writing. Attendance has been rising steadily and is now above average. The school

and class councils make a good contribution to pupils' understanding of the wider world.

Quality of provision

Teaching and learning

Grade: 2

The Foundation Stage teachers have a good understanding of the needs of young children and provide them with activities that will help them to develop rapidly, particularly their personal and communication skills. There is a good balance between adult directed and free choice activities. Good relationships through the school enable lessons to move on briskly, and discipline that is often outstanding ensures that there is little disruption in most lessons. Pupils therefore mostly concentrate very well, sometimes with a buzz of purposeful activity. Teachers know precisely what they want their pupils to learn and share these intentions with them, giving them the opportunity to evaluate how successfully they have learnt. Classrooms are bright, stimulating places with good quality displays. Teaching assistants work well with the pupils they support, enabling them to make good progress.

Curriculum and other activities

Grade: 2

The school provides its pupils with a rich and varied curriculum which often makes learning come alive with a range of visits and visitors. Specific topic days, such as the 'European Language Day', extend pupils' horizons, as does tuition in French. Very effective strategies have been implemented, especially in mathematics and science, to interest and involve the boys. The personal, social and health education programme is particularly effective. An above average time allocation is given to physical education, with a good range of activities to support health and fitness. Links with other institutions and agencies are used very well to enhance the curriculum and to promote the learning of particular groups. For example, links with the local secondary school are used well to extend and challenge the most able and to bring expertise to such subjects as art and design and science.

Care, guidance and support

Grade: 2

Care, guidance and support are good. All necessary checks are carried out on those working in the school. Proper records are kept of all incidents and accidents and the appropriate action is taken. Child protection procedures are robust and pupils say that they feel safe, and that the school looks after them very well if they are hurt or upset. They appreciate the support given by midday supervisors to develop their relationships and the range of games that they play. Pupils' attainment and progress in English, mathematics and science are checked carefully through test results and teachers' assessments. Those who need support are identified rapidly and the school has a wide

range of effective intervention strategies. Pupils with learning difficulties receive good support and therefore achieve well.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and assistant headteacher work very closely and competently together. Senior staff have a sound understanding of their developing roles and carry out their responsibilities with enthusiasm and commitment. Parents' views are regularly sought and acted on, and they are very supportive of the school. All staff are involved well in the monitoring and evaluation strategies, for example scrutinising teachers' planning and pupils' books. Test results are analysed to show where progress is less than expected; for example the school has already implemented effective measures to raise attainment in writing.

Monitoring of teaching by senior staff is mostly well focused and sharply evaluative, showing what has been effective and where improvements could be made. Planning for improvement is good, with a long-term strategic view, clarity about how priorities are to be tackled and inbuilt monitoring strategies. However, it is somewhat weaker in showing how the school will evaluate its success. Governors carry out their roles well, with a good understanding of their responsibilities, and provide both support and challenge.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

17 November 2006

Dear Pupils

Coppice Primary School, Roper Avenue, Marlpool, Heanor, Derbyshire, DE75 7BZ

It was very good to meet so many of you when I visited your school yesterday; I enjoyed myself and particularly liked talking to some of you. Thank you for all your help and for answering my questions, particularly when you were trying to concentrate on your work. I want to tell you what I found out about your school.

I think you are lucky to go to a good school where you do really well in maths and science because of the good teaching you get. I know that you can do better in English, especially with your writing. Try harder to use all the help your teachers give you to write well - and possibly the older boys could show a little more enthusiasm? Those of you who are really good at maths and science have opportunities to do much harder work so that you do as well as possible, and this is starting to happen in English too. I have asked your teachers to do more of this in the other subjects so that you can all do as well as possible in everything.

The teachers help you by giving you targets in English and maths and when they mark your books they give you advice about how you can do better. I thought that they could do even better by doing the same thing with other subjects. There are lots of interesting things to do in your school, as well as all the clubs you have, and your classrooms are very interesting places. I liked looking at your art work, especially the Egyptian masks.

Most of you behave well, and the older pupils sometimes behave excellently - but some of the younger boys could make more effort to take turns. The pupils in the school council take their jobs very seriously and are helping you to make more healthy choices of food. Your school takes very good care of you and makes sure that you are safe. Mrs Riley and the staff run the school well, so they know what needs to happen to make it even better.

My best wishes and I know that you will do well in the future.

Mrs Pat Cox

Inspector